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COGNITIVE ONOMASTICS: SEMANTIC GESTALTS OF THE ASSOCIATIVE ONYMIC FIELD OF AROMATONYMS

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Summary

The article is devoted to determining the nature of the aromatic subframe of the English native speaker's mental lexicon. Semantic gestalts of the associative field of English aromatonyms are considered. Systematization of the results of the free associative experiment made it possible to single out the semantic gestalts of the associative onymic field of the analyzed stimuli.

In this study, we used the method of free associative experiment, which is to respond to informants through any verbal reaction to stimulus words. The associative field of the stimulus was divided into semantic gestalts – fragments of the linguistic picture of the world and on the basis of two dominant groups of associates the **gestalt associative core** was established. Analyzing the obtained semantic gestalts of the associative onymic field of aromatonyms, we consider it appropriate to note that they all have a high degree of generalization, i.e. the semantic diffusion of speech becomes relevant, which opens the possibility of subjective interpretation of what is heard. All the results of our free experiment, namely semantic gestalts, are implemented by the Milton model, which combines distortion, generalization and omission of information, so that language is deliberately used to allow the respondents to supplement the missing details.

Keywords: cognitive onomastics, semantic gestalts, aromatonym, free associative experiment, associative field.

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Introduction

The purpose of the study is to elucidate the nature of the aromatic subframe of the English speaker's mental lexicon. **The object** of the study is English aromatonyms, **the subject** – their semantic gestalts of the associative field. The study was based on the results of a free associative experiment. A total of 57 informants were interviewed during the experiment, whose questionnaires served as a basis for creating an associative dictionary. The total number of reactions was 842, the total number of rejections was 28, i.e. 3.32%.

Literature review

Association can be understood as "a connection between mental phenomena, which are established under certain conditions, moreover the actualization of one of them causes the appearance of another one" *(Vocabulary.com)*. When an individual forms associations, he "reveals his vision of reality from the perspective of an individual associative picture of the world, shaped during its development in a certain social, cultural, mental and linguistic space, which is engraved in his subconscious" *(Surmach, 2011: 192)*. Thus, associations actualize in the human mind, "the links between the elements of the lexical structure of the text and the corresponding phenomena of reality or consciousness" *(Bolotnova, 2001: 127)*. Understanding that "the process of association involves the process of establishing an associative connection between two objects, based on personal, subjective experience" *(Isaev, 2015: 156)*, allows the use of specific linguistic research methods in the analysis of the mental existence of lexical units, in particular, onymic ones, which in the mental lexicon turn into concepts.

The mental lexicon of the individual, i.e. the segment of long-term memory, is a reservoir where knowledge of all words familiar to a person in all languages available to him is kept *(Kubryakova, 2004)*, is a repository of **concepts** – fundamental units of knowledge that are central to categorization and conceptualization *(Evans, 2007)*.

Categorization can be termed as "understanding of objects and phenomena of reality within the categories – generalized concepts" *(Popova, 2007: 127)*. While **conceptualization** can be understood as the ability of human consciousness to comprehend a particular area in the objective or subjective (mental) reality by selecting its special features and bring it under a certain class of phenomena *(Popova, 2007: 122)*. The focus of this investigation is the study of the mental existence of onymic concepts, which, according to O. Karpenko *(Karpenko, 2007)*, after processing, i.e. conceptualization and categorization in the mental lexicon of the individual, "are associated with other components of the mental lexicon as their compilers and organizers" *(Karpenko, 2010; Kovalevsky, 2006)*. The onymic concepts are lined up in frames and subframes, the recursive nature of which was emphasized by K. D. Dolbina *(Dolbin, 2014)*. Actually, the term **frame** in this case is understood, according to the classification of S. A. Zhabotynska, as an identification, which personifies, classifies and specifies the subject *(Zhabotinskaya, 1992)*. Thus, the general onymic frame of the mental lexicon of its owner is divided into subframes – anthroponymic, toponymic, ergonomic, chromatonymic, etc. *(Karpenko, 2010)*, where each one is a subject to further recursive division. For this study, the structure of the chromatonymic subframe becomes relevant, as one of its divisions contains the names of cosmetics – perfumes, which include aromatonyms.

Cognitive onomastics, like any other cognitive studies, has a rather limited repertoire of methods due to the lack of direct access to the human mental lexicon. Thus, L. Talmy singles out nine specifically cognitive methods *(Talmy, 2005: 1)*, among which the leading place is occupied by experimental techniques of psycholinguistics. The associative experiment allows to construct the associative field of the stimulus, i.e. "the description of set of reactions which were ordered according to their frequency on the descending scale" for their further semantic interpretation *(Popova, 2007: 5)*. Thus, associative experiments make it possible to "identify the core and peripheral zones or components of human language consciousness" *(Bagmanova, 2013: 26)*, and the core of language consciousness "is formed from those words (ideas, concepts) in the associative-verbal net that have the largest number of connections" *(Karaulov, 2000: 191)*.

The names of perfumes advertise the product, and potentially are the only piece of linguistic information that a consumer will receive. Their leading function is attractive/ appealing, consequently for the successful promotion of the product nominators use modally labeled words in their proper names. Such modal markers belong to a certain representative system that can be of four types: visual, kinesthetic, audio or audio-tonal, as well as digital or audio-digital. The dominance of a particular representative system of a particular addressee in a particular communication act is revealed by the predicates the speaker uses. Thus, aromatonyms with modal predicates were divided into four types: kinesthetic, visual, audio, polymodal, with subsequent subdivision.

In order to increase sales a specific good should be aimed at a person with a certain dominant representative system. According to the recommendation of H. Barns if a consumer has dominant visual representative system it is better to use visual means of receiving information, such as graphs, diagrams, photographs. As for the perfume, not only the looks of the bottle is important, but also the image created in a customer's mind by its name, aromatonym. If your product is targeted at a person with dominant audial representative system, the sales can be boosted with the help of pleasant music, appealing voices of sales managers, or combination of both while promoting a perfume. A certain melody could be named in aromatonym, which would also have significant impact on a person's consciousness. People with a leading kinesthetic representative system appreciate physical contact, movements, and tactile sensations. In order to increase the demand for perfume for this type of people, the aim is to create a pleasant by touch packaging, bottle, the actual aroma. Verbalization of these elements in the aromatonym will potentially lead to the attraction of the most common group of consumers.

Methodology

There was used a **method of free associative experiment** with 57 interviewed English native speakers to establish the structure of the aromatonyms associative field. The total number of received reactions is 842 associates. The number of failures is 28, which is 3.32% of the reactions total number. The questionnaire list of fifteen incentives is based on 2015 ratings of the most popular magazines *Vogue* and *ELLE*. The questionnaire of the recipients allowed to compile the associative vocabulary of English aromatonyms, establish the dominant types of reactions and to single out the semantic gestalt of the onymic associative field. The processing of the reactions obtained as a result of the survey makes it possible to "interpret the obtained associations as a reflection of certain conceptual features of the studied concept" *(Popova, 2003: 115)*. Actually, the term **gestalt** is understood as a "constant integral component of consciousness, which exists in the form of figures, structures, images and is formed through the desire to structure the field of perception" *(Selivanova, 2010: 84)*. According to J. Lakoff, cognition is holistic, realized through the creation of integral structures, unified gestalts, idealized cognitive models of perception – **linguistic gestalts** *(Lakoff, 1987: 12)*, which are understood as "a factor of evaluation and categorization of extra lingual reality" *(Khodorenko, 2011: 175)*. We can cite the opinion of O. Potebnya about associativity, which "consists in the fact that heterogeneous perceptions do not destroy each other's independence, but remaining the same, merge into one" *(Potebnya, 1976: 136)*. The **associative gestalt** is formed from natural semantically conditioned groups around several frequent reactions *(Sergieva, 2006)*, it is "a tool for structuring the associative field of each key stimulus" *(Markovina, 2000: 119)*. That is, "gestalt is a mental image that is a reflection of the world, a fragment of the image of the world, linguistic gestalt – a linguistic embodiment of a fragment of the linguistic picture of the world, and associative gestalt – a fragment of the conceptual picture of the world" *(Didur, 2015: 122)*. According to the method of Y. M. Karaulov, the associative field of the stimulus can be divided into semantic gestalts – fragments of the linguistic picture of the world *(Karaulov, 2000)*. On the basis of two dominant groups of associates, an **associative core of the gestalt** is established *(Markovina, 2000: 119)*, which was done in the process of analysing the results of the free associative experiment conducted.

As mentioned above, the two leading gestalts form the nucleus of the associative field, so for each of the stimuli aromatonyms a corresponding core was formed. Thus, for the first stimulus “Daisy dream” the associative nucleus consists of semantic gestalts FLOWER (24 reactions: yellow (5), fresh (3), flower (2), flowers (2), Field (2), fields, freshness, breath of fresh air, lawn of daisies, farm / countryside, blue, Marguerite, garden, white, green) and PLEASANT FEELINGS (14 reactions: feeling, gentle, beauty, happy, comfort, day-dreaming, aspirations, pure, innocent, holy, sweetheart, fair, beautiful sadness, desire), which is 41.38% and 24.14% respectively. As we can conclude from the above results, the first gestalt was caused by the first component of the aromatonym, and the second one – by the last. In general, this proper name is perceived as something extremely pleasant that evokes positive feelings and emotions. Both gestalts are not related to the aromatonym, but to the appellative meanings of its components.

The second stimulus “Chance”, according to the caused reactions of the recipients combine in the structure of the associative field the following semantic gestalts of the associative onymic field: SUCCESS (39 reactions: luck (7), opportunity (4), lotto (2), success (2), possibility (2), lottery (2), winning, probability, gamble, risk, prize, success, change, life, goal, aspiration, intention, last resort, cliffhanger, game-changer, start over a new leaf, a new day, dawn, life saver, ray of light, (“would be a fine thing” (idiom)) and POSSIBILITY (5 reactions: (Noah's) ark, kind soul, football, cards, Monopoly), which is 70.91% and 9.09%. As it can be seen from the results above, the associative core of the semantic gestalt is also not associated with the aromatonym, but with its appeal and positively colored meaning.

The core of the semantic gestalts of the associative onymic field of the third stimulus “Shooting star” consists of two components, namely: SPACE (23 reactions: Moon (3), Cosmos, Galaxy, Christmas, cloudless, planet, full moon, stars, airplane, astrology, outer space, meteorite, comet, space, distant, astronomy, sky (3), night sky, up) and DESIRE (13 reactions: a wish, wish (6), dream (3), dreams, miracle, desire), which is 38.98% and 22.03%. The results obtained are again not related to the aromatonym, but in semantic gestalts of the associative onymic field two directions are actualized: celestial-cosmic, caused by the meaning of the corresponding common name, and related to a common musical work dedicated to the fulfillment of desires due to folklore.

The fourth of the analyzed stimuli “Black opium” has the following components in the associative core of its semantic gestalt: DRUG (22 reactions: drugs (4), drug (4), plant, drug lord, dope, narcotics, dangerous, daze, peril, death (2), lair, smuggling, addiction, untouchable, poppy fields) and AROMA (7 reactions: perfume (3), scent, aftershave, smell, mist), which is 37.93% and 12.07%. In this stimulus, a smaller part of the gestalt nucleus is associated with aromatonym, and the first – with the understanding of the meaning of the appellation.

In the associative field of the fifth stimulus “Amazing grace” it became possible to single out the following core of the semantic gestalt of the associative onymic field: RELIGION (24 reactions: church (4), hymn (2), gospel music, gospel, YAHOVAH, redemption, salvation, blessed, mercy, holy, spirituality, religion, sermon, service, Madonna, heaven, Saints, priest, choir, divine) and SCOTLAND (8 reactions: Edinburgh, kilt, saltire, castle (2), bagpipes (2), Scottish music), which is 42.11% and 14.04 %. Both components of the associative core of the gestalt are dictated not by the aromatonym or qualities of its denotation, but by the Christian hymn and the peculiarities of its performance, including the annual military parade in Edinburgh.

The sixth stimulus “Bombshell” created the following components of the core of semantic gestalt of the associative onymic field: SEXUALITY (27 reactions: Marilyn Monroe (2), sexy (2), high heels, Victoria Secret, sex symbol, pin-ups, women, gender, sexuality, sensuality, body, vamp, sex, hot, woman, lingerie, peach, breath-taking, awe, sexy woman, breasts, objectification of women, my wife, blonde my baby) and WAR (18 reactions: war (2), competition, politics, power, conquest, boom, thunder and lightning, drop, explosion, fuel, loud, explosion, controversy, struck, mortar, enemy, weapons), which is 49.09% and 32.73%. It seems appropriate to recall the hippie slogan "Make love, not war" in connection with the structure of the associative gestalt core of this stimulus, because it combines opposite meanings of concepts, due to the contrariety of direct and figurative meanings of the English lexical units.

The seventh stimulus of "Neroli Portofino" was characterized by the division of the core of semantic gestalts of the associative onymic field into the following components: ENTERTAINMENT (18 reactions: wine (3), food (2), vacation (2), some idea of la dolce vita, playground, shops, lifestyle, tourists, locals, restaurants, fun, lush, Italian drink, "Eat, pray, love") and FOREIGN (10 reactions: Italy (3), Italian (3), Port, place, Europe, foreign), which is 36% and 20%. These gestalts have nothing to do with aromatonym, but emphasize, first of all, a certain recreational tendency of the associative thinking of the respondents while processing this stimulus.

The eighth stimulus "Flowerbomb" contains the following gestalts: FLOWERS (23 reactions: colors (2), flowers (2), floral and super sweet, flower power, hippies, odor, fragrance, perfume, burst of fragrance, abundance of flowers, wreath, blossom (2), Flora, explosion that leaves a flowery smell, sweet, hippies, color miraculous, red, colorful, blue white) and WAR (5 reactions: explosion (3), deadly, love not war), that is 42.59% and 9.26%. It should be noted that these gestalts were triggered by two parts of the analyzed composite. That is, in the mental lexicon of the participants of the experiment, this stimulus has mostly positive connotation and evokes pleasant feelings.

For the semantic gestalts of the associative onymic field of the ninth stimulus "Mademoiselle Coco" characteristic core component was a single gestalt FASHION (41 reactions: Chanel (4), perfume (3), lady (2), classic (2), black and white hat, young lady, Elegance, fashion, sportswear, necklace, knitwear, style, chic, icon, elegance, pearls, spotlight, fashion, exquisite, distinguished, snob, sophisticated, upper class, occasion, gala, head-turner, high heels, dress, delicate, a smart little hat, scent, toilet water, designer, famous), which is 78.85%. It should be noted that the analyzed stimulus turned out to be a very powerful unit of neuroinduction, partly due to its fame, as well as due to the mythologization of the image of the designer who created this brand and fragrance, so other gestalts were not included in the core.

The tenth stimulus "Beach" also formed a single associative core of the gestalt ENTERTAINMENT (63 reactions: sun (5), sea (4), umbrella (4), summer (4), sand (3), swimming (2), paradise, holiday, ball, sun tan lotion, sun block, coconuts, sunshine, towels, lemon aid, drinks, food, friends, volleyball net, pheromones, shore, ocean, vacation, heat, bikini, attraction, salty, relax, sea gulls, palm trees, adventure, laughter, shiny and sunny, peaceful night, long and sandy with surf, sandy, relaxing, my dream, boys, bucket, spade, beds, deck chairs, towel, costume, beach ball, ships), which is 90%. The presence of such a powerful associative gestalt is caused by the semantic load of the appellation, where the analyzed aromatonym was formed from with the help of the process of onymization.

Regarding the eleventh stimulus "Alien", its core of the gestalt consists of two components: UNKNOWN (27 reactions: foreign (3), strange (2), curiosity (2), ET, unknown, caution, unexplainable, unanswerable, questions, out of place, conspicuous, innovative, bizarre, toxic, apocalyptical, sensational, extra-terrestrial, question, Martian, Klaatu barada, horror, opposite, green men) and SPACE (5 reactions: space (2), spaceship, outer space, planet), which is 50% and 9.26%. As in the previous case, the semantics of the donor-appellate influenced the associative connections of the stimulus during cognitive processing in the mental lexicon of the respondents of the experiment.

The twelfth stimulus “Light blue” demonstrated the presence of two leading gestalts in its core: FRESHNESS (15 reactions: baby boy (2), baby (3), freshness, softness, peaceful, serine, pure, fresh, naive, childhood, virgin, innocent) and COLOR (12 reactions: color (2), landscape paintings, eyeshadow, painter, tinted, marine, shade, pastel, tranquil, Cambridge, art), which is 26.32% and 21.05%. The second component of the nucleus is quite predictable due to the semantics of the donor sphere of the aromatonym, but the first is based on a metaphorical reinterpretation of the stimulus.

The thirteenth stimulus “Sexy amber” was characterized by two dominant components of semantic gestalts of the associative onymic field: FEMALE (14 reactions: Amber from House MD, woman, name, red head, femme provocateur, sweet-smelling lady, hair dye, best friend (her name is Amber), Beautiful, dress, sensuous, mature, old and unsexy, sexy saddie) and QUALITY (11 reactions: jewels (2), jewelry (2), Gemstone, semi-precious, glass, precious stone, orange, gold, mosquito), which is 25% and 19.64%. In this associative field of aromatonym we are mainly dealing with the influence of the female proper name on the common name of the precious stone, which caused the corresponding associations.

According to the results of the survey the fourteenth stimulus “212” includes the following components in its core: NUMBER (18 reactions: number (2), numbers, area code, count, security code, level, placement, cholesterol count, natural number, mathematics, police code?, number one, 211, 213, 313, amount, binary) and TIME (7 reactions: days, moment, until midnight, 14.12 pm, 2.12 pm., February 2012, 21st February), which is 36% and 14%. Both leading gestalts of the associative field of this stimulus are related to the meaning of the donor sphere to the given perfume nomination.

For the fifteenth stimulus “Juliette has a gun” only one leading gestalt DANGER was set (35 reactions: violent (2), rifle (2), fear, dispute, danger, Police, witness, woman can take care of herself, independent, harassment, brisk, no hanky punky, alert, tough, risky, serious, dangerous, Western, unpredictable, down to business, a sexy woman with a strong personality, Tarantino, suicide, is it loaded ?, revenge, protected, assault, license, revolver, machine gun, chamber, bullets murder, holster), which is 60.34%. Such limitation of the associative core of the gestalt is caused by the unusual form and semantics of the analyzed stimulus, due to which even such a powerful unit of neuroinduction as the name of the main heroine of Shakespeare's play received only 4 associations (Romeo, so does Romeo, theater, story), which is not sufficient to enter the core of the semantic gestalts of the associative onymic field. In our opinion, to form a nucleus, a certain gestalt must receive at least 10% of the total number of reactions.

Results

The following diagram can illustrate the comparison of the cores of the semantic gestalts of the associative onymic field of all the proposed stimuli (Fig. 1).

Three stimuli showed the presence of only one component in the associative core of the gestalt: “Beach”, “Mademoiselle Coco” and “Juliette has a gun”. This is due to various factors: if in the first we can talk about the general statement of the appellate denotation with the relevant personal experience of all recipients, then regarding the second the identity of the designer and his personal name should be considered, and in the third case we take into consideration the outrageous name based on the cognitive dissonance, caused by the discrepancy between the well-known literary and artistic anthroponym and the content of this anthroponymic aromatonym.

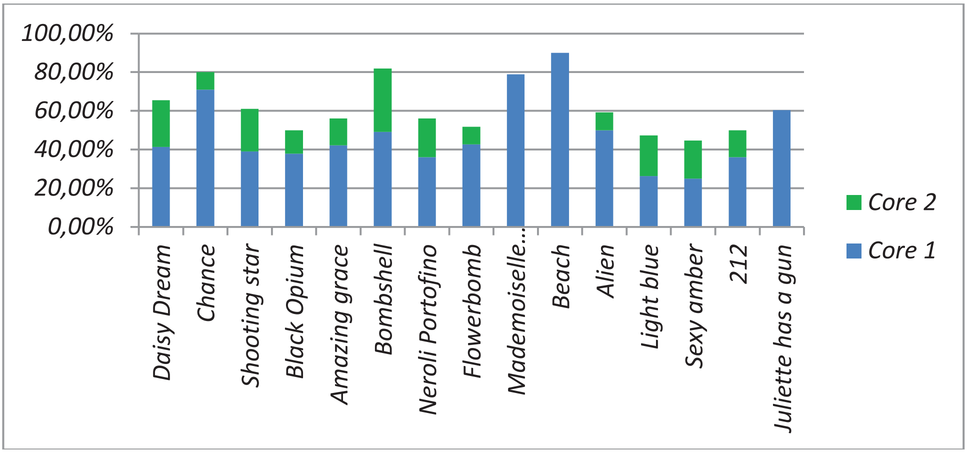

Fig. 1

Analyzing the obtained semantic gestalts of the associative onymic field of aromatonyms, we consider it appropriate to note that they all have a high degree of generalization, i.e. "the semantic diffusion of speech becomes relevant, which opens the possibility to subjective interpretation of what is heard" *(Kovalevsky, 2006: 210)*. Thus, all the results of our free experiment, namely semantic gestalts, are implemented by the Milton model, which combines distortion, generalization and omission of information, so that "language is intentionally used to allow the client to supplement the missing details" *(Hall, Bodenhamer, 2015: 161)*. The Milton model "allows the addressee to be 'subtly vague'. That is, it allows producing statements, in which specific information is almost completely deleted, so that the addressee is free to fill the gaps with their own experience" *(Pligin, Gerasimov, 2009: 412)*. Among the many techniques of the Milton model for this study, nominalization and generalization are interesting, which require decoding using "transderivational search", filling the semantic gaps with subjectively relevant content" *(Kovalevsky, 2006: 215)*. What exact meaning do the respondents imply in the gestalt, for example, PLEASANT FEELINGS, SUCCESS, DANGER, DESIRE? How much does their understanding coincide or differ? It depends on their personal experience, values, beliefs and mindset. As you can see, the degree of generalization of the obtained semantic gestalts of the associative onymic field vary from the most diffuse OPPORTUNITY or UNKNOWN to more specific SCOTLAND or FLOWER, but in any case, the addressee has the opportunity to fill in "the relevant content". Thus, aromatonyms successfully perform their main function of suggestion, evoking in the mind the desired images, feelings and emotions. For example, the aromatonym *Wonder* evokes its own understanding of what a miracle is in each recipient, and *Beauty* raise questions what exactly the beauty should be, what it manifests. We consider the fragrance *Very Irresistible* to be extremely successful due to its unclear semantics and subject relation: what sphere of human existence does this qualifier belong to: the fragrance itself, the image it creates, or any other aspects? In our experiment, the most specific in terms of the structure of the associative core of gestalt was the aromatonym *Daisy Dream*, the leading gestalt of which is FLOWER. But even in this case, the question remains what kind of flower, because of the diffusion of this generalization.

Conclusions

As a result of this study, we can conclude that we have established semantic gestalts of the associative field of aromatonyms stimuli, which are formed by semantically conditioned groups of associates, with the separation of their core. The following results were obtained: the aromatonym *Daisy dream* has two dominant gestalts: FLOWER (41.38%) and PLEASANT FEELINGS (24.14%). The dominant gestalts of the aromatonym *Chance* were SUCCESS (70.91%) and POSSIBILITY (9.09%). For the aromatonym *Shooting star* the dominant gestalts were SPACE (38.98%) and DESIRE (22.03%). Aromatonym *Black opium* has two dominant gestalts: DRUG (37.93%) and FRAGRANCE (12.07%). RELIGION (42.11%) and SCOTLAND (14.04%) were found to be the dominant gestalts of the aromatonym *Amazing grace*. For aromatonym *Bombshell*, the dominant gestalts were SEXUALITY (49.09%) and WAR (32.73%). The *Neroli Portofino* fragrance has two dominant gestalts: ENTERTAINMENT (36%) and FOREIGN (20%). Flowers (42.59%) and WAR (9.26%) were identified as the leading gestalts of the aromatonym *Flowerbomb*. Aromatonym *Mademoiselle Coco* has one dominant gestalt FASHION (78.85%). One dominant gestalt ENTERTAINMENT (90%) was also singled out for the aromatonym *Beach.* For the aromatonym *Alien* the dominant gestalts were UNKNOWN (50%) and SPACE (9.26%). Aromatonym *Light blue* has two dominant gestalts: FRESHNESS (26.32%) and COLOR (21.05%). FEMALE (25%) and VALUE (19.64%) were revealed as the dominant gestalts of the aromatonym *Sexy amber*. For aromatonym *212*, the dominant gestalts were QUANTITY (36%) and TIME (14%). The aromatonym *Juliette has a gun* has only one dominant gestalt DANGER (60.34%). The majority of domains are positive. However, the domains ALIEN (FOREIGN, UNKNOWN), DANGER (DANGER, WAR, DRUGS) are perceived as negative.

In our further explorations it is planned to analyze the distribution of aromatonyms stimuli into four circles of individual onymic frame depending on the degree of acquaintance of the recipient with the stimulus and its emotional involvement, which will help to understand better the nature of the aromatonymic segment of the English worldview and the structure of the aromatonymic subframe of an English speaker's the mental lexicon.

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REALIZATION OF THE CATEGORY OF ABSTRACT IN A FICTIONAL TEXT. LEXICAL, SEMANTIC AND DERIVATIONAL DIMENSIONS

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Summary

The article represents investigation of the problem defining the essence of the category of abstract and its correlation with the category of concrete in language. The specified problem has many aspects, it being on the edge of linguistics, philosophy and logics. The analysis of abstract vocabulary in M. Bulgakov's novel "Master and Margarita" was carried out in lexical and semantic and derivational dimensions at synchronistical level with application of the corresponding methods of analysis, elements of statistical analysis were used for guaranteeing greater precision of the results achieved.

In the research process it was revealed that the biggest group, were abstract nouns with the meaning of emotional and psychological state, their number being nearly one third of the total number of analyzed units. The level of nouns' abstractness correlates with the numerical data, the bigger the level of abstractness is, the bigger in size is the lexical-semantic group.

Our derivational analysis demonstrated this regularity, as the greater part of abstract nouns in "Master and Margarita" novel, by M. Bulgakov were created by methods of suffixation and zero-affixation methods, the lexical units, belonging to "psychological and emotional state" and "process and action" group form the biggest share, while the smallest part belongs to the group, denoting estimation of measure and degree, manifestation of signs or degree of intensity of a process.

Keywords: abstract lexica, abstract nouns, denotational and significational meaning, typological analysis, artistic text.

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1. Introduction

The problem of defining the essence of the category of abstract and its relation to the category of concrete has attracted the attention of scholars for many a century. The specified problem has many aspects, it being on the edge of linguistics, philosophy and logics. It acquires some special topicality at the period of nowadays formation of linguistic thought, for which an inter-discipline approach to the analysis of language factors is typical, it being characterized by syncretic scientific search and, hence, to its results.

The process of abstracting is unstoppable and continuous in speech and language activity of any human group, as man's thought is simultaneously strongly attracted by both concretization, i.e. by clear formation of thoughts and by generalization, systematization of observations, things, happening ion outward reality, and that is what is called abstracting.

So, abstracting is detachment of the signs essential in a current speech situation for an object or phenomenon, abandoning not important signs, this is one of means of realization of cognitive action of a nation. The results of such activity are implemented in abstract lexica of literary language.

Abstract lexica was the object of investigation for such prominent Ukrainian linguistics, like O. O. Potebnya, I. I. Kovalyk, V. V. Nimchuk, L. M. Polyuga, I. P. Chepiga, V. O. Shadura, I. Lekov, V. V. Veselitskyi, R. M. Tseytlin – Russian scholars; V. Stashaytene from Lithuania, though their investigations are diachronic being based on historic language material. However, we are firmly convinced that the analysis of abstract vocabulary in lexical, semantic and derivational dimensions would be topical at synchronic level, as in this case not only semantic description of the units of this layer would be done, but a detailed analysis of their structure and derivation as well.

The nature of the category of abstract is unstable, changeable as the boundary between abstractness and concreteness is sometimes not clear and can be undermined at the logical and philosophic level and it is expressed in the language system, so, transitions from concrete to abstract are possible in it.

The category of abstract is mostly realized numerically in nouns. Abstract nouns are an essential lexical layer, in terms of their number, of any language, peculiarities of their semantics become apparent only in correlation with the concrete. Semantics of abstract nouns is very wide and diversified, it specifies complex and polyvectorial character of its analysis. So, we believe that it would be advisable to analyze it on the material of a concrete work "Master and Margarita", as it has not bee yet an object of scientific lexical and derivational search, it making our research **topical**.

2. The category of the abstract in modern linguistics

As it is known, the category of abstractness/concreteness is revealed in cognition in generalizations and comprehension. In philosophical sense concrete is something real, material, something that can be sensed by human, it is a thing or a group of things (material objects), whilst abstract is something existing alongside with the concrete, but devoid of material covering and thus devoid of opportunity of being sensed.

Scientific abstraction makes it possible to conceive language regularities, language categories and language paradigms, elements of a word, word combinations and texts. All these is an example of abstract in linguistics and it differs from philosophic interpretation of abstract

As it is known from scientific sources, abstract vocabulary:

"is a part of lexical and semantic language system, embracing units, that denote notions, which have no actual realization, so they express state, process, feeling, quality, personal traits, various revelations of person's intellectual level, relationship between persons or nations, notions of etiquette, scientific and industrial terms and the like" *(Rusanivskij, Taranenko, 2000: 134)*.

So, we can see that abstract vocabulary has no functional limitations, although, as a rule, only abstract nouns are counted as belonging to this category, as they possess grammar expression of the category of abstractness, particularly their own word-building suffixes, the bulk of it has no plural forms and cannot be combined with cardinal numerals (the so-called limited valency.

Some scholars propose to consider the character of link of denotational and significational meanings within a single lexical unit to a reason for dividing lexical units into concrete and abstract. The words, in which denotational and significational meaning prevail are included into the segment of concrete vocabulary, while the words in which significational or significational-denotational type of meaning prevail into abstract.

Nominations of subject signs, properties, actions, states, taken in complete abstracting from the bearers of these signs are considered to be abstract nouns, as well as nominations of generic notions, known as intellectual categories and also various scientific terminological nominations *(Shmelyov, 1973)*.

As abstract nouns belong to lexical and semantic system of language, they are characterized by a series of signs, common for the entire lexical system: 1) they are specified by extra-linguistic factors, nominating actual objects and actions, signs of the objects of the surrounding reality; 2) they are prone to extra-linguistic alternations, which are instantly fixed into their semantics; 3) they have semantic and formal links with other words of the lexical system; 4) within the micro-system of their own they can strike a semantic relationship, particularly, synonymic, antonymic, homonymic, or paronymic.

Abstract vocabulary having no clear semantic structure it causes some difficulties for its investigation. It was pointed out in L. Polyuga's investigation that semantic structure of an abstract noun could be very wide and not underlined *(Полюга, 1991)*. While defining semantics of such a unit it is necessary to by guided first and foremost by the context of its functioning and only after that by etymology, dialectology and resort to other methods of linguistic investigation. Such approach makes it possible to define quite clearly the meaning of an abstract unit, although it complicates the process of investigating the language material.

Fuzziness between semantic groups and lexical units also complicate the work, aimed at performing a semantic classification of these units. Abstract nouns are characterized by a series of lexical and semantic signs, they acting as their differentiating markers: 1) they denote only general, non-material phenomena, incapable of being visualized (words like *humor, respect or motion*); 2) they denote properties, feelings, that cannot be counted or can't undergo any quantitative measurement (*competition, generosity, compassion*); 3) denote notions, that a person can cognize by thinking only (*acceleration, conception*); 4) denote customs or events (*baptism, name day, Eucharist)*.

Besides, abstract nouns possess specific grammar markers, particularly: 1) absence of relative number forms (the greater part of them are used in singular number only: (*patience, sorrow, smartness*; very few of them are used only in plural form). 2) inability to be combined with cardinal numbers (only some of them can be used with words like much or many); 3) the bulk of such nouns are unable of creating forms of subjective estimation.

So, abstraction is a part of the process of human thinking, taking part in formation of notions, that we pass with the help of sounds. This category is defined by its opposition to concrete, at the same time it correlating relationship, i.e. equal correlation.

3. Lexical and semantic characteristics of abstract nouns of M. Bulgakov's novel "Master and Margarita"

Lexical and semantic groups of abstract nouns, selected from Mikhail Bulgakov's novel "Master and Margarita" were compiled and characterized in the process of investigating of the research problem (table 1).

So, we can see from the statistics that the biggest group belongs to the nouns, denoting "character's emotional and psychological state", there are 353 of them (29,42%). The nouns, that belong to this group denote human emotions, feelings or mood. M. Bulgakov used the abovementioned nouns with the objective of more precise and colourful expression of emotional state of the novel's characters: *«Закрыв глаза, она отдала лицо ветру и думала с какой-то грустью о покинутом ею неизвестном береге реки… Рюхин пытался было их собрать, но, прошипев почему-то со злобой: «Да ну их к черту!…»» (Bulgakov, 1984: 574)*. Such nouns possess quite a high degree of abstraction, as feelings and emotons are but human's reaction to external irritating factors and the entire outward environment, incarnated into a verbal form, by means of words with abstract meaning. Psychologists singled out the main types of emotional reactions – emotional tone, situational emotion, affect, passion, mood and feeling. As we can see, all these notions belong to the domain of abstraction; only they are the basis for creation of abstracted part of the picture of the surrounding world. Confirmation of this can be found in psychology, particularly, A. N. Leontyev thought that "passionate expression of the world is one of essential signs of human cognition" *(Leontev, 1965: 87)*.

Table 1

The results typological analysis are summarized in the table below

№	Lexical-semantic group	Number of words (units)	Words number (%)	Examples (Russian)
1	Character's emotional and psychological state	353	29,42	*страх, любовь, гнев, восторг*
2	Action, process	215	17,92	*рев, шорох, гул, стук, звон*
3	Physical state	159	13,25	*полусон, напряжение, одиночество*
4	Objects of subjective evaluation	139	11,57	*справедливость, правда, ложь*
5	Behaviour, revelation of personal traits	128	10,67	*решимость, хамство, бдерзость, достоинство*
6	External and internal signs	126	10,5	*зелень, тишина, желтизна*
7	Dimension or degree of a sign	49	4,08	*глубина, вышина, гуща, необъятность*
8	Circumstances, situations	17	1,42	*чрезвычайность, беда*
9	Realities and notions, existing in the society	14	1,17	*власть, репутация, деньги*
	On aggregate	1200	100	

Abstract nouns, that denote process are quite numerous in M. Bulgakov's novel "Master and Margarita" Examples in Russian: *«Коровьев понравился Маргарите, и трескучая его болтовня подействовала на нее успокоительно…» (Bulgakov, 1984: 576)*. Numerical index of this group – 215 units (17, 92%). The level of abstractness of the units belonging to this group is lower, as compared to the previous group, because the bulk of processes can be sensed and can lead to material results.

As fiction text is a clot of a life situation or situations of the entire spectrum of depicted problems the lexical-semantic group denoting "human physical state" is quite numerous, Examples in Russian: *«Усталости она не чувствовала, и только пот тек по ней ручьями…*

Горячая, как лава, жижа обжигала руки, но Маргарита, не морщась, стараясь не причинить боли, втирала ее в колено» (Bulgakov, 1984: 568). The number of words in this group is 159 units (13,25%). It should be noted that in M. Bulgakov's novel the number of abstract nouns, that express psychological state of characters is twice bigger than those, denoting physical/physiological state. We believe that this statistical fact demonstrates the general psychological-activity tendency of the novel, laid upon mystical foundation.

Another lexical-semantic group belongs to the nouns, expressing subjective estimation (Examples in Russian: *«И не водою из Соломонова пруда, как хотел я для вашей пользы, напою я тогда Ершалаим!... В городе в это время возникали и расплывались совершенно невозможные слухи, в которых крошечная доля правды была изукрашена пышнейшим враньем» (Bulgakov, 1984: 366, 667-668)*. The numerical share of this group in the novel "Master and Margarita", by M. Bulgakov (11,57%). Subjectivity of perception of the surrounding reality is typical not only for the main characters of the novel, but for the writer too. Subjective way of perception of the world is realized just in abstract nouns of axiological (estimating) modality.

The abstract nouns, expressing behaviour or revelation of attitude to persons (Examples in Russian: «*Прикрепленный к новому жилищу насильственно, Иван едва руками не всплеснул от развязности женщины и молча ткнул пальцем в пижаму из пунцовой байки... Но и падая, сохранил на окаймленном небольшими бакенбардами лице улыбку восторга и преданности» (Bulgakov, 1984: 414)*. and units with abstract meaning describing outward or inner signs of an object or phenomenon or situations are numerically equal in the novel "Master and Margarita", by M. Bulgakov (Examples in Russian: «*Он вырисовался до последнего дерева под небом, расчистившимся до прежней полной голубизны, а река успокоилась... Вторая свежесть – вот что вздор!» (Bulgakov, 1984: 533)*. Such abstract nouns are almost equal numerically: 128 units (10,67%) and 126 units (10,5%) respectively. By using these words the author helps the reader plunge into the plot and conceive it in details, i.e. visualize it. As the units of these two groups express visual manifestation of abstract notions, that can be perceived with eye-sight, the level of abstractness of these nouns is much lower than the level of previously depicted lexical and semantic groups. So, the units of these two groups demonstrate some vagueness, "fuzziness" between the boundaries between abstract and concrete in language.

Abstract nouns, expressing degree/measure/intensity of revelation of a sign or an action have quite negligent numerical indices in the novel (examples in Russian: *глубина, вышина, гуща,необъятность*; 49 words / 4,08%); those, expressing situations, into which M. Bulgakov's characters happen to be in the novel (Russian examples: *чрезвычайность, беда, недоразумение, совпадение*; 17 words / 1,42%); social notions and realities of the Soviet social life of the first half of the XX century (examples in Russian: *власть, репутация, деньги, слава, популярность*; 14 words / 1.17%). So, we can see that lexical-semantic group, expressing social signs is the smallest in number. And this is hardly strange, as the author of "Master and Margarita" paid attention mostly to philosophic problems, that are mystified in the novel to a certain extent, as well as to description of emotional and physical state of his characters, who had to exist in the absurd world of the Soviet reality. It's the social realities that act as an absurd background, some "alien" space. Inside the lexical and semantic groups of abstract nouns we sometimes can observe formation of synonymic (*удовольствие – наслаждение, покой – равнодушие*) or antonymic (*злость – равнодушие, покой – возбуждение, жизнь – смерть*) words rows of mainly contextual character. We admit that the author applies to abstract antonyms as an stylistic device for expressing collision of contrast notions, that extend their semantics within the context.

4. Derivational characteristics of abstract nouns in M. Bulgakov's novel "Master and Margarita"

Having analyzed abstract nouns in the novel "Master and Margarita", by M. Bulgakov in the lexical and semantic aspects we, now, can proceed to its derivational history.

In further analysis, the nouns with abstract meaning, that we had previously registered, as being 1200 in number, were divided into groups, according to the methods of word-formation and the type of word-forming formant. Derivational analysis is accompanied with morphological characteristic of motivating foundations of the abstract nouns, in which transparent inner shape of these units found its reflection (see table 2).

With regard to the results of the concluded investigation of the derivational nature of abstract nouns in the novel "Master and Margarita", by M. Bulgakov we may conclude that the fact that suffixation is the most productive method of derivation of these units, as cases of suffixation embrace 53.83% (646 words), it being more than half of the total number of registered units.

The words, coined by means of this suffix belong to different lexical-semantic groups. The meaning of emotional state is typical for more than half of registered words, their number is -56.6% (Russian e.g. *изумл-ен-ие, восхищ-ен-ие, волн-ен-ие, недоум-ен-ие*), while 23.3 % – are nouns bearing the meaning of process (Russian e.g. *представление, разоблач-ен-ие, томл-ен-ие, наступл-ен-ие*). Behaviour and attitude towards the surrounding world describe only 10.7 % of analyzed nouns (Russian e.g. *опас-ен-ие*, *сомн-ен-ие, ум-ен-ие*). Only 9.4 % of abstract nouns of this group characterize the meaning of physical state, circumstances and objects of subjective evaluation (Russian e.g. *опьян-ен-ие, напряж-ен-ие, муч-ен-ие, осложн-ен-ие*).

Among the analyzed nouns 122 were built by means of *-ость* suffix, it being 10.17% of their total number. All of them were motivated by participle base, despite their belonging to different lexical-semantic groups: 1) manifestation of attitude or behavior – 41.8 % of words (Russian e.g. *понятлив-ость, враждебн-ость, разговорчив-ость, бережн-ость*); 2) emotional state – 17.2 % (Russian e.g. *нежн-ость, безнадежн-ость, рад-ость*); 3) sign or peculiarity of an object or phenomenon – 15.6 % (Russian e.g. *странн-ость, бледн-ость, слаб-ость, редк-ость*); 4) the meaning of subjective evaluation – 8.2 % (Russian e.g. *нелеп-ость, глуп-ость, справедлив-ость, мерз-ость*); 5) physical state – 7.4 % (Russian e.g. *сыр-ость, устал-ость, неподвижн-ость*); 6) expression of degree or degree – 5.7 % (Russian e.g. *близ-ость, необъятн-ость*); 7) circumstances of social signs – 4.1 % (Russian e.g. *случайн-ость, трудн-ость*).

The rest of registered suffixes (see Table 2) have sufficiently smaller productivity Russian e.g: *–ан(ие)* (59 words / 4.92%; *молч-ан-ие, наказ-ан-ие, содрог-ан-ие, миг-ан-ие, щебет-ан-ие, страд-ан-ие, негодов-ан-ие, сострад-ан-ие, вним-ан-ие, созн-ан-ие, очерт-ан-ие*); *–от(а)* (46 слів / 3,83%; рос. *добр-от-а, дух-от-а, темн-от-а, дрем-от-а, чист-от-а, тошн-от-а, красота)*; *–ств(о)* (36 слів / 3%; рос. *волшеб-ство-, бешен-ство-, беспокой-ство-, хам-ство-, лукав-ство-, колдов-ство-)*.

The following suffixation formants demonstrate the lowest productivity at derivation in the novel "Master and Margarita" by M. Bulgakov: Russian e.g.*–н(а), -н(и)*, *-н(ие)* (рос. *безд-н-а, россказ-н-и, отчая-н-ие, раская-н-ие*); *–б(а)* (рос. *зло-б-а*, *борь-б-а, моль-б-а*); *–ин(а)* (рос. *глуб-ин-а, тиш-ин-а, выш-ин-а*); *–есть* (рос. *свеж-есть-, прел-есть-, тяж-есть-*); *–ов(ь)* (рос. *люб-ов-ь*); *–ок* (рос. *беспоряд-ок-, рассуд-ок-, холод-ок-, недостат-ок-*); *–к-* (рос. *дым-к-а, блес-к-, придир-к-а, задерж-к-а, опас-к-а*); *–иц(а)* (*бессонн-иц-а, путан-иц-а*); *–ан(ье), -ен(ье)* (*рос. вр-ан-ье, ум-ен-ье*).

Table 2

Transparent inner shape of these units found its reflection

Method of derivation/formant	Number of words/units	Number of words (%)	Motivating foundation		
			Verbs		
Having no affixes / zero affixes 0	432	36 %	190	Having no affixes / zero affixes 0	432
Suffixation /-ен(ие)	159	13,25 %	158	Suffixation /-ен(ие)	159
Suffixation /-ость	122	10,17 %	-	Suffixation /-ость	122
Suffixation /-ан(ие)	59	4,92 %	59	Suffixation /-ан(ие)	59
Suffixation /-от(а)	46	3,83 %	8	Suffixation /-от(а)	46
Suffixation /-ств(о)	36	3 %	10	Suffixation /-ств(о)	36
Suffixation /-н(а), -н(и), -н(ие)	17	1,42 %	9	Suffixation /-н(а), -н(и), -н(ие)	17
Suffixation /-б(а)	14	1,17 %	4	Suffixation /-б(а)	14
Suffixation /-ин(а)	13	1,08 %	-	Suffixation /-ин(а)	13
Suffixation /-есть	9	0,75 %	-	Suffixation /-есть	9
Suffixation /-ов(ь)	8	0,67 %	8	Suffixation /-ов(ь)	8
Suffixation /-ок	8	0,67 %	1	Suffixation /-ок	8
/Suffixation -к(а)	7	0,58 %	7	/Suffixation -к(а)	7
Suffixation /-иц(а)	7	0,58 %	-	Suffixation /-иц(а)	7
Suffixation /-ан(ье), ен(ье)	7	0,58 %	7	Suffixation /-ан(ье), ен(ье)	7
Suffixation /-еств(о)	6	0,5 %	-	Suffixation /-еств(о)	6
Suffixation /-ищ(е)	5	0,42 %	4	Suffixation /-ищ(е)	5
Suffixation /-ох	5	0,42 %	3	Suffixation /-ох	5
Suffixation /-исть	5	0,42 %	5	Suffixation /-исть	5
Suffixation /-еж-д(а)	5	0,42 %	5	Suffixation /-еж-д(а)	5
Suffixation /-изн(а)	4	0,33 %	1	Suffixation /-изн(а)	4
Suffixation /-ик(а)	3	0,25 %	1	Suffixation /-ик(а)	3
Suffixation /-ев(а)	2	0,17 %	-	Suffixation /-ев(а)	2
Suffixation /-ел(ь)	2	0,17 %	2	Suffixation /-ел(ь)	2
Suffixation /-овн(я)	1	0,08 %	1	Suffixation /-овн(я)	1
Suffixation /-ч(ея)	1	0,08 %	1	Suffixation /-ч(ея)	1
Suffixation /-еч(ь)	1	0,08 %	-	Suffixation /-еч(ь)	1
Suffixation /-ств(ие)	1	0,08 %	-	Suffixation /-ств(ие)	1
Suffixation /-н-ость	1	0,08 %	-	Suffixation /-н-ость	1
Prefixation /не-	5	0,42 %	-	Prefixation /не-	5
Prefixation полу-	8	0,66 %	-	Prefixation полу-	8
Prefixation /у-	1	0,08 %	-	Prefixation /у-	1
Not motivated foundation	200	16,66 %	-	Not motivated foundation	200
On aggregate	1,200	100%	484	On aggregate	1,200

In the process of problem's analyzing occasional cases of application of the following suffixation formants were registered: Russian e.g. *еств(о), -ищ(е), -ох, -исть, -изн(а), -ик(а), -ев(а), -ель, -овн(я), -ч(ея), -ечь, -ств(ие), -еж-д-, -н-ость*. Their total number is just 3.5 % (42 words). They were built on verbal and participle foundations (Russian e.g *одиноче-ство* – physical state (loneliness)*; скоп-ище (gathering)* – measure*; ненав-исть, зав-исть, истер-ик-а, гор-ечь, над-ежд-а* – emotional state*; желт-изн-а, голуб-изн-а, син-ев-а* – ознака; *мист-ик-а* – subjective evaluation*; гибель, болт-овн-я, тол-ч-ея, сумат-ох-а* – process*; горяч-ность – (hot temper)*-behaviour).

A high degree of productivity in abstract nouns, used by M. Bulgakov in the text of his novel have affixation-free method of derivation, also known as zero-affixation. Zero affixation in contemporary Russian (and also in Ukrainian) is used for coining of verbal and participle derivatives.

Nouns, that are structurally or semantically motivated by verbal foundations occupy a significant lexical mass among the grammar class of nouns, their peculiarity being in combination of some elements of verbal semantics with categorical meanings of noun.

The majority of affixation-free verbal abstract nouns of the Russian language were formed from the roots of prefixed verbs (Russian e.g. *выход, отсев, разгром*). There are much smaller formations from prefixed-free foundations (Russian e.g. *зов, крик, стон*). This is explained by the act that prefixation of verbal foundations stimulates their participation in derivation, according to the model of zero-affixation coining model, rather than by the fact that prefixation combinations prevail in the class of verbs.

All verbal suffixes are cast aside at zero-affixation building of verbal nouns, while zero-suffixation ensures transition of the verbal base into the class of words, that are capable of expressing abstract significance. In the word-building model of zero-affixation coining of abstract nouns, foundations of both perfective and non-perfective aspects function.

The words, built by the method affixation-free derivation (by means of zero affixation) represent quite a numerous group in our research. Numerically, they comprise 432 words, i.e. 36% of the total number of abstract nouns, found in the next of M. Bulgakov's novel. However, the bulk of them (106 words) were formed on participle foundation.

They may give the text of "Master and Margarita" novel greater expressiveness and emotional filling. It may be confirmed by the fact that 33.1% abstract nouns, built by means of zero-affixation method belong to the lexical-semantic group, expressing emotional and psychological state of man (Russian e.g. *гнев, скука, досада*). Also, 21.2 % of words characterize process (Russian e.g. *гул, рев, шум, грохот, бунт*), 16 % carry the meaning of subjective estimation (Russian e.g. *правда, ложь, истина, вздор*), while 14.1 % characterize physical state of subjects or objects (Russian e.g. *бессмертие, бессилие, беззвучие*). The meaning of manifestation of attitude or perception of situation is typical of 7.6 % (Russian e.g. *интерес, восторг, зависть*) of words, coined by the method of zero suffixation and 6% are nouns, denoting signs or properties (Russian e.g. *тепло, холод, талант, память*). Lexical-semantic groups, characterizing estimation of measure, circumstances and social signs occupy, entirely, just about 2% of the total number (Russian e.g. *чаща, гуща, несчастье, честь*).

5. Conclusions

The greater part of nouns with abstract meaning, that we have analyzed were built by means of suffixation or zero-affixation methods, although in M. Bulgakov's novel abstract nouns, coined by prefixation method are also present. The share of words, formed by prefixation is 1.16%. Prefixes act as formants for such method of derivation: Russian e.g. *полу-, не-, у-* (рос. *не-терпение, полу-сон, полу-мрак, пол.-беды, у-пор*).

Despite the fact that suffixation ad affixation-free derivation prevail in the process of word building of the investigated words, words with non-motivated form quite a numerous group. In our research they number reach 200 words, i.e. 16.66% of the total number (Russian e.g. *прах, судьба, смысл, суть, чепуха, страх, горе, мрак, тьма, талант, время, долг)*.

So, in the process of investigation the registered abstract nouns were divided into nine lexical and semantic groups: emotional and psychological state of man, process or action, objects of subjective estimation or attitude to situation, external or internal signs, estimations of degree or measure, circumstances or situations and also social estimations.

The biggest group are abstract nouns with the meaning of emotional and psychological state, their number being nearly one third of the total number of analyzed units. We can explain this fact because M. Bulgakov allocates a big part of his novel to description of inner state of his characters, their emotional experiences, emotions, soul seeking, and hesitating, as the entire work rests on the comparison of inner and outer, abstract and concrete.

As the analysis showed the level of nouns' abstractness correlates with the numerical data, the bigger the level of abstractness is, the bigger in size is the lexical-semantic group. Our derivational analysis demonstrated this regularity, as the greater part of abstract nouns in "Master and Margarita" novel, by M. Bulgakov were created by methods of suffixation and zero-affixation methods, the lexical units, belonging to "psychological and emotional state" and "process and action" group form the biggest share, while the smallest part belongs to the group, denoting estimation of measure and degree, manifestation of signs or degree of intensity of a process.

The text of M. Bulgakov's novel "Master and Margarita" is of unlimited interest not only for specialists of literature, but for linguists as well, so we belive that further investigations of this literary text in structural-semantic and translation study aspects seem to be have some good perspectives.

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THE IMAGE OF ELEKTRA IN ANCIENT GREEK TRAGEDY

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Summary

The aim of this paper work is to find differences and similarities between three women who has the same name and tragedies were written in different times. These tragedies were like the first stage in the formation of the worldview of the Hellenic tragedy. It was necessary to pass three stages of development with certain modification and evolution of structural features of tragedies. In this study author sets the tasks: How does each of the three tragedies and women differ from each other? How did each of the previous stages differ from previous one as a new and higher step of its development? The conflict between man's aspirations and the need for reality leads us to recognize the dependence of a freedom and intelligent person to the will of the gods. We see the image of a desperate person in Euripides, Sophocles and Aeschylus. Due to the discoveries of these characters, we saw a new Greece.

Keywords: drama, destiny, performance, respect, freedom, genre of art, archaism, hero.

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1. Introduction

Researchers of the history of ancient literature have long been attracted by one of the most important problems of literary criticism – whether it is fair to consider the characters of Homer or characters of Greek drama. will or perhaps implied a moment of personal initiative in human action. Of particular importance in the study of this issue is the Greek tragedy. Although the controversy about the character in ancient Greek drama has a long history, it is still unclear what exactly covers the concept of character in Greek drama. character, or consider the characters of the drama only as symbols, types, allegories. In contrast, a number of scholars see in the characters of Greek drama sharply expressed individuality.

Of particular interest is the study of this issue based on the analysis of images of female heroes of the Greek tragedy, as from epic to tragedy significantly increased and expanded the role and function of women in fiction.

The urgency of the problem is, firstly, that the issue we are considering is of great importance for the history of not only ancient but also world literature in general position.

Third, the study of this issue on specific material will allow us to penetrate into the mechanism of individualization of the characters in the Greek tragedy, which is so important for addressing many crucial issues in the formation of world drama.

2. The image of Electra in Sophocles

The son of a wealthy Athenian gunsmith, Sophocles was an extremely enlightened man of his time, knew philosophy, music, which he composed for his tragedies, sang in a tragic chorus, participated in tragic competitions. He unconditionally believes in prophecy, dreams and gods, the notion that man cannot penetrate their highs thoughts combined in Sophocles with unshakable faith in man, his mental and moral powers, unlimited creative possibilities. Gods become for him such high concepts that he almost never brings them out in his tragedies, and they do not interfere in human affairs. mortals themselves often violate god-ordained traditions or laws and, unknowingly, take wrong steps, make mistakes, and thus cause misfortune.

Highly appreciating the human mind and freedom of action, Sophocles at the same time concludes that human capabilities are limited, because human destiny depends on higher forces, powerful and relentless. Happiness, according to the poet, is always short-lived: a person cannot be eternally happy.

Sophocles' contribution to the further development of the tragedy was significant. The poet completed the development of this genre of art, created an exemplary type of tragedy.

Sophocles deserves the credit for creating wonderful images of heroes who entered the treasury of world drama. These are already complex multifaceted images, deeply human, with a rich spiritual life. tragedy. This poet is considered the most outstanding master of her composition.Starting with the analysis of the tragedy of Sophocles "Electra", from the beginning we consider the central problem of the play. Sophocles increasingly turned typical tragedies into tragedies of characters, which, beyond the tragic factor, substitutes for the conflict of the soul, created a boundary between the characters of women.

We divide the development of the image of Electra into several stages. Our analysis is as follows:

1. Like the tragedy of "Antigone" and here special attention is paid to the performance of social traits of the character of the hero, such as:

Striving for revenge and motivating the need for revenge.

• Acceptance by the hero of the expected execution and preservation of the accepted position.

• Making a decision, finding an accomplice and maintaining the previous position, despite the absence of an accomplice.

2. Electra is similar to Antigone in a number of signs of character. Electra, as Antigone, makes decisions without hesitation, strict in relation to himself and others, confident in his rightness, fully aware of all the responsibilities of the decision. There is also a similarity between Antigone and Electra and in the female relationship regarding unrealizable marriage and unrealizable dreams.

3. Despite the similarity of these images, Electra still differs from Antigone, revealing such traits that are inherent in the hero-fighter. This can be seen in the following lines:

(Egisf: Ah, death has come! Please let me say a word!
Electra: For God's sake, my brother,
Don't let him continue his life with words,
What good is it for us to hate a thief
Will death delay?
Now kill, the body is killed
Give the gravediggers worthy,
From our point of view further, before
The pain of the tormented soul will not subside.) *(Zofja Schulbaumowna, 1952)*.

For example, Electra has a sense of gratitude to those who sympathize with her, although she is obstinate to her sister, but gives her advice, guides her, optimistic about the return of Orestes. This feature is not observed in the nature of Antigone.

4. Various emotional states of Electra.

Sophocles painted in the image of Electra an extremely rich range of emotions. It is especially necessary to mention a worthy contrast change of emotional reactions of Electra.

5. Electra, as the tragedy progresses, gradually shows more and more sarcasm. At the last stage, she is mocking, ruthless, able to seduce to achieve the goal, and does not doubt her rightness.

him, did you feel sorry for his father? (Clytemnestra's voice: Child, my child! Mother pity! Elektra: Did you feel sorry for

Clytemnestra's voice: You hit!

Electra: if you are strong, then again!) *(Tronsky, 1983)*.

All this should indicate the exceptionally great importance that the individual characterization of the hero had for Sophocles. At a later stage of his career, Sophocles began to show great interest in the character, as evidenced by Plutarch's report that "Sophocles' style has changed, he has become more an expression of character and the best." *(Kvirikashvili, 1982)*.

In our opinion, the main purpose of Sophocles' tragedy is to show the artistic image of Elektra against the background of her mother's murder, although the perpetrator of the act is not the main heroine of the tragedy, but her brother Orestes.

In the study of universal motives of world literature, the image of Electra, as a rule, is considered within the motive of revenge. Although this approach can be considered legitimate from the point of view of the plot, we think that when dealing with specific dramatic works, we must make the appropriate clarification. Already in "Hoefor" along with the motive of revenge, there was a "tyranny" of Clytemnestra and Aegis. In Sophocles, this moment is even more profound and along with the moment of revenge shows the nature of those against whom revenge is directed.

Electra is inherently grateful to those who sympathize with her, ashamed of excessive feelings, although she is strict with her sister, but gives her advice, guides her, optimistic about the return of Orestes.Electra is presented as a good sign of the human breed, smart, prudent: it can be misleading, it can seduce, if necessary to achieve the goal. Sometimes she is mocking, ruthless, unrestrained in expressing emotions.

Greek woman, especially Athenian, did not play a major role in public life: locked in gynecology was to be a good woman and mother. Along with all these images becomes Elektra-avenger, the initiator of the terrible act of maternal murder, although Orestes is its executor, Elektra's character was extremely difficult to imagine and the hero thought to remove unsympathetic traits, in the position of the then even unnatural and repulsive.

However, we can see here the profound truth through which Sophocles sought to psychologically deepen the figure, revealing why there is one and not another. The heroine characterizes herself in monologues and dialogues with Clytemnestra and the choir, and so we can find out what Electra could be and what she became.

Electra experienced a terrible tragedy in her youth: the betrayal of her mother and the death of her beloved father the minute he returned home after a long absence.

It is easy to imagine the oppression with which the girl – abandoned by her mother, who gave all her love to her eldest daughter – as a child she was forced to take care of her younger brother, she was waiting for the arrival of her father-hero, the leader of the glorious campaign, as she thought that after his return everything would change for the better. Hope summed up: Electra really saw her father, but only to lose him a second time and forever and in the young memory of the child killed a disgusting picture of murder. The royal daughter knows that she must take revenge for such a concession, it is her only thought and only desire since then. But this revenge must be done on her own mother! Does the daughter who so many years after her father's death mourns him so much in the gutter, if yesterday she saw his noble head cut off with an ax, there is not the slightest sympathy for his mother? We see this in the lines:

(Electra: And you are already shouting: he is like my daughter
Respects my mother!. You are the owner for me
Cruel, not mother: the burden is heavy
Changed, in agony all my life-
Both you and the one with whom you share your father's bed!) *(Taras Shevchenko Institute of Literature of the National Academy of Sciences of Ukraine, 2006)*.

Electra herself feels that her hatred for her mother is something ugly, terrible, fills her with painful shame (she talks about it when in it, I throw justice against my mother), but it is the fault of the "inhuman mother" who persecutes her at every step, humiliates, ridicules, lies, threatens together with the hated stepfather Egisph. Princess Electra wears rags, her hair is tangled, her face is pale and helpless, feeds on, eaters from the lord's table and sleeps on a hard bed, has no hope of getting married and is doomed to die infertile, and then does not fulfill the obligations of a Greek woman … Electra is deeply moved and it is connected with the sense of duty, the obligation to the deceased father make it sensitive and firm at the same time (long-term patience is not always made noble, only numb to patience), as far as her mother was concerned, so far away at the moment of her death, she decided on "the most terrible event in the Greek tragedy," such as we cannot forgive her: "Push again!" But, however, if the girl-sensual, how naive and femininely frivolous in the exaltation of mercy and joy can be that gloomy Electra in relation to her brother Orestes! She loves him as her master and head of the family, as a brother and son, because she nursed, caressed and kissed him in her arms as a deliverer, an unexpected leap from the highest despair and mourning (cry over the true ashes of Orestes) to the joyful triumph and memory, the rapturous delight is truly feminine: and Electra, who has so far devised a murderous plan, now does not think that the danger in general has not passed, that her loud outburst of feelings can destroy both her and her brother, only wants to hug and kiss the miracle of the find all the time, she wants to enjoy, to delay a happy moment, the thought of revenge disappears, only boundless sisterly love remains. The image of Elektra complements the gallery of brilliant images of Sophocles, who was the first among Greek playwrights to try to reveal more deeply the inner world of an independent woman.

3. The image of Elektra in Aeschylus

The "father of tragedy", as he was called by ancient Greek scholars, was Aeschylus. The poet was born at the end of a turbulent period that radically changed the socio-political life of many cities in Greece. Witness, and sometimes a direct participant in the events of the first half of the V century BC,Aeschylus repeatedly used the problems they created in their tragedies. Aeschylus enjoyed considerable popularity, as evidenced by his 13 victories in dramatic competitions.

He lived in a time when the ancient traditions of tribal society were still evident and continued to affect the minds of citizens. This explains the complexity of the poet's worldview, which to some extent was associated with the old ideology of the aristocracy, but at the same time understood the superiority of democracy. Belief in the gods is closely combined in Aeschylus with the idea of the inviolability of the law of justice, which is subject to both the individual and the family and the whole nation. Violation of this moral truth leads to inevitable punishment. The problem of truth, the obligatory punishment of the criminal for shed blood, the problem of tribal revenge and the curse that weighs on the family, which develops Aeschylus in his tragedies, are always inextricably linked with real political circumstances or events. It is no coincidence that F. Engels called him a "pronounced tendentious poet", as a poet who pursued in his works some well-defined political idea, tendency. In the only tragic trilogy "Oresteia" that has come down to us, Aeschylus develops the problem of the tragic fate of the Pelopid family. But in each part of the trilogy there are very specific political motives.

However, in general, Aeschylus made a huge contribution to the development of tragedy, turning it into an important social genre of art, a paramount means of ideological influence on fellow citizens.

His tragedy is much more complicated, it is characterized by a monumental and pathetic style, titanism, generated by the powerful rise of the Athenian state.

Aeschylus introduces for the first time techniques that have become the property of modern drama. In particular, he was the first to use the formula of tragic silence, the songs of the choir in his tragedies often create an atmosphere of horror on stage, that is, the expectation of something terrible and inevitable. The poet began to use techniques of contrast, tragic irony. He skillfully used prophecies and divination, the means by which the crime was committed, to create again and again an atmosphere of tension on stage, to cause horror in the audience. His language is full of archaisms and innovations, epic comparisons, poetic epithets, vivid metaphors, inner rhymes and assonances.

In addition, it is believed that Aeschylus first introduced in the theater scenery, painted masks expressing the tragic moods of man, as well as koturny.

As a result of the analysis of the image of Electra, we come to the following conclusions: "Hoefora" of Aeschylus represent a significant stage in the process of dramatic interpretation of the image of Electra. Aeschylus may have been the first author to introduce Electra so intensely into the tragedy and to try to give a separate individuality to its image. The playwright pays attention to those strokes of the character of the hero, which are manifested in individual episodes. For example, Electra is God-fearing, she is characterized by doubts, she hesitates to make a decision (at the first stage of her actions directs the choir);it is also characterized by shyness, hesitation, it is not easy to convince her of something. This can be seen in the following lines:

(Orestes: Orestes called, I know, with pain, with tenderness.
Electra: My hopes have come true?
Orestes: I'm here. Don't look for another lover.
Electra: You are a stranger to me. I thought of deceiving me.
Orestes: Yes, so I'm cunning with myself.
Electra: Do you want to laugh at my dinner?
Orestes: Then over yours too.
Electra: Yes, you-Orest! I'm talking to you, with you?) *(Chistyakova, 1959)*.

Electra loves her brother too much. We can talk about the emotional reactions of Electra: she is alarmed at the sight of curls of hair, and before she recognizes her brother, in her soul there is a continuous struggle between hope and suspicion, she is infinitely happy to meet Orestes. An attempt at self-esteem is also noted on her part. Electra in the first scene calls herself inexperienced, in a coma she says that she has a cruel soul, like a wild lioness. However, despite all this, its character is still not integral. The positions which are shown by Electra in various episodes, are in appreciable contradiction with each other. We can say that the painted in the original scene Electra (defenseless, dependent on the chorus) is very different from the praying Electra, telling in detail the reasons for his hatred (the arrogance of the murderers, his position, the expulsion of Orestes). Electra in the coma becomes even more independent in front of us, when she herself encourages Orestes, who was respected in his decision to kill his mother. Of course, all this could be explained, to allow the development of the hero's character in the tragedy, however, we think that the contrast between the Electra of the original scene and Electra, actively involved in the action, is so sharp that it can not be explained by simple character development. All this, in our opinion, confirms the fact that Aeschylus is not painted a whole, consistent character. What explains this is difficult to say: the imperfection of the technique of creating characters or the specificity of the principles of Aeschylus. One thing is clear: Aeschylus created the image of Electra, but failed to create a character that could be considered a complete character.

However, in general, Aeschylus made a huge contribution to the development of tragedy, turning it into an important social genre of art, a paramount means of ideological influence on fellow citizens. His tragedy is much more complicated, it is characterized by a monumental and pathetic style, titanism, generated by the powerful rise of the Athenian state. Aeschylus introduces for the first time techniques that have become the property of modern drama. In particular, he was the first to use the formula of tragic silence, the songs of the choir in his tragedies often create an atmosphere of horror on stage, that is, the expectation of something terrible and inevitable.

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4. The image of Electra in Euripides

The last of the prominent Greek tragic poets, Euripides became a poet during the crisis of the Athenian slave-owning democracy. The biography of Euripides is almost unknown to us, and the data that have come down to us are quite contradictory and abound in the inventions of his contemporaries, who did not like him very much. It is also known that the poet never took an active part in the political and social life of his native polis, did not communicate with anyone in particular. But he argued that he best served his country with his tragic works.

A subtle and insightful observer of the reality of his time, Euripides saw and understood well the processes that accompanied the discord of the Athenian slave-owning state. And the symptoms of her incurable disease became more and more apparent: class contradictions grew among the citizens of the polis; from, there was usury generated by trade relations, which gradually destroyed the small craft. Euripides not only noted all these tendencies for himself, but also transferred them to his works. To reflect these processes, Euripides changed to some extent the nature of the tragedy itself, both in content and form. It is no wonder that he is considered not only a successor but also an outstanding reformer of the traditional Hellenic tragedy.

Euripides focuses on the family and domestic conflicts of his heroes. His tragedy takes the form of a family and domestic drama, which almost does not affect the broad problems of socio-political nature. And if they even appear, they are solved in a narrow circle of family life. The problems posed by Euripides, to some extent contradicted the then prevailing ideology. The poet repeatedly emphasizes in his works the need to give women greater rights. The poet became the creator of female images, which the tragedy did not know before him. In them he emphasizes nobility, tenderness of soul, female pride, his quiet and submissive heroines suddenly turn out to be extremely strong, strong-willed and devoted natures. Euripides often changed the form of his tragedies. Along with works that were built on traditional models, he also owned those that no longer fall under the definition of this genre. In Euripides, there is already an intrigue, comic scenes are introduced, which caused a smile in the citizens, and there is a happy ending. It was a qualitatively new dramatic genre, although at that time it did not receive a certain name (only in modern times will the name of tragicomedy, domestic drama).

What was new in Euripides' tragedies was that he already portrayed his heroes "as they are." Despite the mythological names, ordinary people appeared before the audience, who often carried the characteristic features of the crisis period of the polis system. Boldly using, in accordance with the ideological ideas, mythological plots, the poet at the same time criticizes them. Following the path of degeneration of the characters, Euripides uses purely technical techniques, so his characters, if circumstances so require, are often dressed in rags. Depicting their terrible sufferings, the poet leads the viewer to the conclusion that it is impossible to justify these sufferings by any increase in the higher justice of the gods. The confusing action at the end of a tragedy is often resolved with the help of a deity who soars from above and tells the truth. The role of the choir is completely reduced, the parts of which turn into a kind of divertissement, the language of the heroes becomes simple.

Euripides in his tragedies often changes the old myths, leaving them only the names of the heroes. Using mythological plots, the great tragedian expresses in them the thoughts and feelings of his contemporaries, raises topical issues of his time. He, so to speak, modernizes the myth. And this is one of the most important features that distinguishes Euripides from Aeschylus and Sophocles. The difference in the artistic system of playwrights is especially noticeable when comparing the tragedy of Euripides "Electra" with the tragedy of the same name by Sophocles and with the tragedy of Aeschylus "Hoephora", which is the second part of his trilogy "Oresteia".

In considering the artistic image of Electra in the tragedy of Euripides, we pay attention to Euripides' interpretation of the question of the murder of his mother, the discussion of the image of Electra in Euripides.

We consider the development of the artistic image of Elektra Euripides at several stages and as a result of the analysis we come to the following conclusions. Here, as in the case of Medea, it is not possible to fully identify the strokes of the general plan, because in the motivation of the actions of Electra is particularly pronounced personal element. Euripides achieves an extraordinary strengthening of the personal motive of revenge by promoting the so-called "selfish" moment in the image of Electra. Electra is constantly complaining about her fate, she is even more interested in it than her brother's return and revenge. Drawing its position, it significantly thickens the paint. This stroke is almost at every stage is the guiding action of Electra.

It should be noted that the second features of the character of Electra seem to be naturally associated with this basic property. For example, Electra is hysterical, suspicious, difficult to convince, she is mocking, hates her mother, devoid of positive emotions. We can see this in the following lines:

(Orestes: I rightly touched your hand.

Electra: Why a sword? An ambush for what?

Orestes: Oh, don't run, I'll tell you and you'll believe it right away.

Electra: And so I stand when I can't escape by force.) *(Yarkho, 1958)*.

In the nature of Electra there are features of the second type, which should also be noted: Electra is grateful to the man who did not desecrate her bed, as can be seen from the following lines of her dialogue with her brother:

ΗΛ:Πευης ανηρ γενναιος εις τ' εμ ευσεβης.

ΟΡ:Η δ' ευσεβεια τις προσεστι σω ποσει;

ΗΛ:Ουπωποτ ευνης της εμης ετλη θιγειν. *(Belyaev, 1878)*.

(Electra: Poor and honest and he respects me.
Orestes: What is that respect?
Electra: He has never touched me before.) *(Weissman, 1991)*.

She also loves her brother and is faithful to him, takes full responsibility for the murder of her mother, falls into despair. However, these small positive signs do not affect the general idea left by the image of Elektra. Personal motivation in the tragedy is enhanced by the fact that Clytemnestra and Aegisph in the interpretation of Euripides are less tyrannical than the same characters in Sophocles. Thus, the revenge performed by Orestes and Electra, in the tragedy of Euripides is invisible to the extent of personal motives revenge.

5. Conclusions

At the end of the work it is necessary to present a generalized picture of the comparative analysis of the proposed images. To this end, we have primarily identified those qualities that are somehow present in all the images we studied and that characterize them as heroes who do not obey the situation, struggling to achieve the goal. These properties are the essence of the following: resilience, impatience with inaction, the desire to achieve the goal (with or without an accomplice), uncompromising. Now it is necessary to specify all those features which are shown in characteristic characters in parallel with the above-stated and which serve for even more accurate depiction of individuality of heroes. We have divided these properties into different semantic groups (disobedience and stubbornness, confidence and insecurity, analyticalness, ability to use all available means to achieve the goal, humanity and inhumanity, attitude to others, wisdom, ability to control feelings and emotions, etc.). This list convinces us how different areas of human, personal qualities can reflect these strokes. The list shows how the strokes of different groups are implemented in each of the characters we study. Given the results of the above analysis, we can draw the following conclusions:

Each of the heroes we have considered needs an individual approach, as both the number and intensity of the characteristic features of these characters are different. Different images, even in the work of one playwright differ from each other not only in the logic of the plot, but also in character traits. Aeschylus, Sophocles and Euripides differ not only in the concept of the hero, but also the principles of creating an artistic image. In the case of the hero of Aeschylus studied by us, individual touches do not create a single complete system, and it is worth noting the inconsistency in the image of the hero in different scenes. Sophocles depicts the properties of both the so-called generalized character and the individual and characteristic features of these heroes, who belong to different groups, serve to more comprehensively illuminate a single image. In the protagonists of Euripides, the emphasis of the character is shifted mainly to individual traits.

In Aeschylus, Orestes realizes the inevitability of killing his own mother only as a result of long reflection. While reflecting on this question, there is a tireless pressure from Elektra and the choir, and this action itself is a new link in a number of contradictions, which are the meaning of “Oresteia”.

Euripides has removed any halo of heroic deed from his mother’s murder, and his brother and sister feel depressed and broken after it is performed.

In Sophocles, Electra feels not only the slightest doubt in the expediency of revenge, but also in the justice of his action. Accordingly, she feels no more than an executor of a divine command, and she is concerned only with the preparation and unimpeded execution of the will of the gods.

Our study proves that the images of Electra in Aeschylus, Sophocles and Euripides differ significantly from each other in that some of them are more, some less represented, and some do not present the characteristic features of a particular group. Accordingly, the sums of characteristic strokes that determine the individuality of the heroes of tragedies also differ significantly.

The artistic image of Elektra in Euripides considered by us is exclusively multifaceted at the level of individual strokes. If in the images of some other characters of Euripides is difficult to single out any one specific stroke on the principle of the dominant property, then in the image of Electra such a pronounced selfishness can undoubtedly be considered as such. This trend, obviously, should indicate a process that took place in ancient Greek literature and was aimed at highlighting the dominant character in literary heroes.

The variety of strokes we have singled out at the individual level is a consequence of the undoubted interest of Greek playwrights not only in what their characters experience, with what tragic conflicts they are connected, how they act, but also in who they are, how different individuals are these heroes. Thus, playwrights were interested in the characters of their characters.

In conclusion, it should be noted that despite the limited rights of women in ancient Greece, their images are actively present in the Greek tragedy.

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POST-NATIONAL IDENTITY OF THE PROTAGONISTS IN THE NOVELS BY MYROSLAV DOCHYNETS

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Summary

The article is devoted to the study of the post-national identity of the protagonists in the novels *Centenarian. Confession on the pass of the spirit, Svitovan. Studies under the tent of the skies, Well-Digger. Diary of the richest resident of Mukachevo dominion, Highlander. Waters of our Lord's riverbeds, Maftey. Book written with a dry pen* by a contemporary Ukrainian author M. Dochynets. It is proved that the deep rooting of M. Dochynets' protagonists in national culture and traditions does not deny the possibility of intercultural and interethnic dialogue, which creates a basis for the formation of post-national identity of Vichnyk / Svitovan, Well-Digger, Highlander, Maftey. Tolerance in relation to representatives of different nationalities, religions, worldviews, appeal to the cultural heritage of Antiquity, Renaissance ideas and imitation of the Christian tradition as characteristic features of the European identity of the protagonists of the writer are singled out and analyzed.

The article uses an interdisciplinary approach relevant to modern literary discourse, which allows to use the achievements of philosophy, sociology, psychology, culturology for the analysis of the literary text (interpretation of the characrer concept, definition of problem-thematic range, analysis of plot-compositional level, etc.). The author is convinced that the involvement of an interdisciplinary approach in the study of artistic understanding of the problem of post-national identity in the novels by M. Dochynets will help fill gaps in the study of the writer's work and open prospects for further studies.

Keywords: national identity, post-national identity, European identity, life philosophy of the character, protagonist, novel.

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1. Introduction

With the formation of the European Union at the beginning of the XXI century, the problem of forming a 'pan-European worldview and pan-European value system' *(Alonzi, 2018: 142)*, which contributed to the emergence of modern scientific discourse attempts to rethink the concept of 'national identity' and 'postnational identity' (U. Beck, C. Calhoun, G. Delanty, M. J. Hatch, R. Holton, S. Ivic, T. M. Nunn, S. Sassen, etc.). The postnational project of the German philosopher and sociologist J. Habermas became important for understanding the problem. In the work *Involvement of another. Essays on political theory (2001)* notes the ability of individuals, despite the 'mutual alienation', to be in solidarity, subject to the recognition and observance of established constitutional principles *(Habermas, 2001: 216)*. There is talk of the emergence of post-national citizenship and, as a consequence, post-national identity and its forms *(Delanty, 1997: 301)*. Gabermas' ideas opened up prospects for discussion and further research (studies by D. Castiglione, S. Calhoun and others).

Following the leading tendencies of modern scientific discourse, at the end of the XX – beginning of the XXI century the discourse of national identity with a clear postcolonial vector was actualized in Ukrainian literary criticism, which is explained by historical and socio-political factors. S. Andrusiv in *The Modus of National Identity: The Lviv Text of the 1930s (2000)* defines 'national' as a superpersonal force 'the desire of individuals to jointly create the textual body of their culture, to tell themselves and the world in their own language stories about their past and present-future. In a word, national is culture' *(Andrusiv, 2000: 27)*. M. Ivanyshyn is convinced that this interpretation of the term 'national' is analogous to the concept of 'national identity' *(Ivanyshyn, 2014: 48)*. Important for the formation of the theory of national identity in Ukrainian literary criticism were the works of O. Vertiy *Folk sources of national identity of Ukrainian literature 70-90s of the XIX century (2005)*, U. Marynenko *Mission: problems of national identity in Ukrainian prose 40-50s of the XX century century (2004)*, V. Morents *National Ways of Poetic Art Nouveau of the first half of the twentieth century: Ukraine and Poland (2001)*, L. Senyka *Novel of resistance. Ukrainian novel of the 20s: the problem of national identity (2002)*, N. Shumylo *Under the sign of national identity. Ukrainian fiction and literary criticism of the late nineteenth – early twentieth century (2003)* and others. Scholars focus on the study of artistic reproduction of national, postnational, postcolonial, European identity of the character, the impact of globalization on his consciousness, the specifics of modeling ethnic images, the specifics of reproduction of national memory and the peculiarities of forming images Own / Alien / Different, etc.

Despite the fact that in modern literary studies the scientific reception of the work of the modern Ukrainian writer M. Dochynets (famous works of M. Vaskiv, S. Velychko, L. Horbolis, S. Kovpik, O. Talko, etc.) has become relevant, the problem of post-national identity in his prose remains unnoticed by researchers. *The purpose of the article* is to analyze the specifics of the artistic reproduction of the post-national identity of the protagonists in the novels *Centenarian. Confession on the pass of the spirit, Svitovan. Studies under the tent of the skies, Well-Digger. Diary of the richest resident of Mukachevo dominion, Highlander. Waters of our Lord's riverbeds, Maftey. Book written with a dry pen* (the author of this article has already explored the problem of national identity in the prose of M. Dochynets, so in this paper the focus is on post-national identity *(Ishchenko, 2016, 2017)*). The realization of the goal requires the solution of the following tasks: 1) to determine the post-national orientation of the philosophy of the M. Dochynets' protagonists; 2) to analyze the characteristic features of European identity represented in the concept of characters, to determine its sources.

In M. Dochynets' prose, an important motivating factor and representative of the inner world of the heroes is the deep rootedness in the Ukrainian national culture and, at the same time, openness to other cultures, philosophical systems, religions, etc., which testifies to their national and postnational identity. Investigating the writer's prose, we use the proposed literary definition of L. Senyk's concept of 'national identity': 'upholding the political, cultural and spiritual rights of the nation, statehood as the only possible form of normal existence of the national community for its self-affirmation, vital activity and development' *(Senyk, 2002)*. The term 'post-national identity' means a form of identity 'with a greater degree of commonality than national identity' *(Linchenko, 2017: 84)*. Since the protagonists of the writer live in the modern borders of Ukraine in Europe, it is worth talking about the formation of their 'dominant form' of postnational identity – European (S. Sassen proposes a classification of forms of postnational identities, which distinguishes 1) European identity; 2) opposition associations or corporate professional groups; 3) migration associations (diasporas); 4) associations formed under the influence of universal solidarity (environmental groups, volunteers, etc.)) *(Sassen, 2002: 282–283)*.

We consider various studies of M. Gibernau, M. Krepon, P. Kraus, K. Eder, and others to be important for understanding the problem. G. Delanty rightly notes that European identity is 'a form of post-national understanding that finds its expression not only outside but also within national identities' *(Delanty, 2005: 417)*. Thus, in modern humanities studies the idea of the absence of contradictions between national identity and post-national identity is widespread, the assertion of their interdependence is expressed *(Linchenko, 2017: 79)*.

The author believes that the interdisciplinary research method chosen in the article will help to fill the gaps in the study of M. Dochynets' prose and will promote the integration of literary discourse into the interdisciplinary plane.

2. National and postnational vector of philosophy of M. Dochynets' protagonists

M. Dochynets' author's ideological and aesthetic approach to the image of a new type of character, who identifies himself as a Ukrainian and at the same time a European, agrees with the concept of J. Habermas relevant in modern humanities, according to which individuals can ignore *(Habermas, 2001: 216)*. It should be noted that in the writer's prose the civic position and moral and ethical guidelines of the protagonists are in agreement with the author's. The author interprets the self-identification of Ukrainians as representatives of a single European community as a manifestation of national self-consciousness, considers the idea that united the nation ('This is Europe, we are Europeans, Europe is with us, we are in Europe' (Pelenska)).

Centenarian / Svitovan, Well-Digger, Highlander, Maftey in their monologues-confessions, instructions, dialogues with students comprehend topical issues of today and their impact on the inner world of man, among which the problem of European integration stands out. The protagonists are convinced that the most important task for modern Ukrainians is to fight the artificially instilled by the Soviet government ('in the Iron Age <…> imprisonment of the spirit, oppression of public will' *(Dochynets, 2014: 221)*) inferiority complex, the consequences of its destructive influence on the mental health of fellow citizens. For example, Andriy Voron emphasizes that it can be destroyed only by appealing to the national culture, rules of folk morality, traditions and by focusing on the European system of values, which is close to every Ukrainian. Emphasizing the ability of an individual to influence the fate of the state, the protagonist-narrator motivates the narrator to awaken an active civic position: 'The human soul is whole, complete. And as much will and spiritual strength she draws and carries in herself, so much power in her people. So much of his viability, the will to release' *(Dochynets, 2014: 222)*.

The protagonists of M. Dochynets are not indifferent to the fate of their compatriots and the future of their native land. Over the years of long and eventful life, they have formed their own life system, one of the main constants of which is the need to know their inner world, self-improvement, self-identification. No less important for Centenarian / Svitovan, Well-Digger, Highlander, Maftey was the desire to understand the eternal ontological issues, among which the leading one is the problem of finding one's place in the world, which is not possible without finding and preserving national identity. For example, Andriy Voron remembers how, traveling in his youth in Romania 'under the Transylvanian Alps', he visited the villages where his compatriots lived. The protagonist was pleasantly surprised that Ukrainians who have not lived in their homeland for a long time have not lost the national specifics of organizing their lives, ethnomental markers of behavior: 'Smoke from good wooden huts here smelled like my land. And the family conversation gripped my heart with sensitivity. Everything here was native, recognizable, ticklishly close. It was as if a dream had brought me back to my father's palace. It is as if these people were sown from the sky into other people's borders'

(Dochynets, 2013: 155). Numerous travels, meetings with extraordinary personalities, physical and spiritual trials (escape from captivity, survival among the wildlife of the Black Forest and Siberian taiga, imprisonment) contributed to the formation of the original philosophy of the character, based on the idea of equality of all peoples and nations before God. 'No one is free to violate God's order, according to which each tribe has its own territory, language and will. No iron visor can block this for long. It is ground by rust' *(Dochynets, 2014: 223)*. Andriy Voron, like other protagonists of M. Dochynets, is convinced that a person must learn to adapt to any conditions, use the acquired knowledge and experience to serve others, only in this way can individual and national identity be preserved in a changing world. 'Wherever you are, you are at home. Because this world is for you. If you accept him as he is, the world will never be hostile to you. Because does a man want to be an enemy to himself ?!' Andriy Voron emphasizes *(Dochynets, 2014: 63)*. Thus, the original philosophy of the writer's protagonists is based on the idea of the possibility of intercultural and interethnic dialogue.

In the novel *Well-Digger. Diary of the richest resident of Mukachevo dominion* is an artistically modeled image of a Ukrainian who, traveling to other countries and gaining experience, knowledge, skills and abilities, managed to achieve considerable wealth and use them to build his native Mukachevo. The writer emphasizes that the protagonist's wealth is a reward for many years of self-improvement, for unique professional skills and the desire to increase knowledge in various fields. 'If the world opened my eyes, poured oil into my head, and gave me money, then I must, I suppose, use it to the end. I must serve him' *(Dochynets, 2016: 7)*. He convinces his compatriots of the need to overcome the complex of inferiority, the search for mental harmony, helps to achieve success in public life, contributes to the development of his native Mukachevo.

Thus, Andriy Voron, Well-Digger, Highlander, Maftey are convinced that the spiritual, political and economic development of our country is possible provided the combination of Ukrainian cultural heritage and experience in organizing all areas of human activity with the practice of other countries.

3. European identity of the writer's characters

The author of the article considers the interpretation of European identity as a recognition of the common European system of values, the sources of which are 'classical antiquity, Christianity, Renaissance and Enlightenment and based on tolerance, humanism and brotherhood, rights man …' *(Tyhomyrova, 2005: 57)*. It is the most promising for understanding the inner world of M. Dochynets' protagonists. Important is the author's vision of a modern hero, who, according to M. Dochynets, 'is close and understandable to us in spirit' (*Pelenska*), but endowed with the ability to think modernly, in a European way, in which there is a core of European democracy and pluralism, philosophy of pantheism, humane selfishness, accumulation of joy' *(Dochynets, 2013: 140)*.

The M. Dochynets' protagonists are tolerant towards representatives of different nationalities, religions, worldviews, they have a sense of brotherhood towards other peoples (for example, Ovferiy from the novel *Well-Digger. Diary of the richest resident of Mukachevo dominion* notes: 'What to be angry at people who are not like you. God has a lot of everything. <...> But aren't there a few strange things? Am I not strange for someone?!' *(Dochynets, 2016: 8–10)*). Teachers and spiritual mentors of the writer's characters were representatives of different nationalities and religions: Yakut shaman Kukumyr, Chinese Chan Bao, Greek Zacharios, pharmacist from Romania George Vladascu. The character is grateful to each of them for gaining knowledge about the world around them and for the opportunity to join the spiritual and cultural heritage of their peoples through acquaintance with them. 'The mighty power of the people of the tribe has passed over me. And I went through them like a hair through a tow. I went around different places with an attentive eye and an ear focused on everything wise' Andriy Voron remarks *(Dochynets, 2013: 254)*. The purpose of the character is to convey this knowledge to his compatriots.

The philosophical system of Centenarian/Svitovan, Well-Digger, Highlander, Maftey agrees with the main ideas of the Renaissance, among which the leading one is the appeal to Antiquity. For a long time engaged in self-education, the protagonists of M. Dochynets studied the works of famous philosophers of the past Plato, Aristotle, Seneca, etc., and this influenced the formation of worldview and way of thinking of the protagonists of the writer. For example, Andriy Voron considered Socrates to be especially close to him, 'whom the world also pushed into prison at the end of his life' *(Dochynets, 2013: 103)*. The hero was struck by the strength of the sage's will, the ability not to lose human dignity, to defend his own position in the harsh conditions of imprisonment, the lack of fear of death, which Socrates considered a dream 'without dreams': 'He loved such moments of solitude. Then he plunged into concentration, as in a wave, and in the solemn silence began to sound an inner voice, which advised him how to do. Maybe this is the end, maybe this is the opposite – a good start' *(Dochynets, 2013: 103)*. Centenarian admits that thoughts about the sage helped to overcome loneliness in the Black Forest, supported in the camps of Kolyma. The protagonist's familiarity with ancient Greek mythology and literature (Andriy Voron, a fan of Homer's Odyssey and Iliad) also emphasizes his erudition, desire for self-improvement, and desire to join the European cultural heritage.

Since the original philosophy of the M. Dochynets' protagonists focuses on the understanding of man as the greatest value in the world, it clearly traces the echo of the anthropocentrism and humanism characteristic of the Renaissance. Exploring the multifaceted inner world of the individual through self-knowledge, the folk sages of the writer emphasize the limitless possibilities of self-improvement, the need to comprehend the spiritual and physical beauty of man *(Ishchenko, 2018)*. 'I, for example, from the useful and beautiful more often choose the beautiful. The heart prevails over the mind. Everything that is natural is beautiful. And as long as you notice and appreciate it, Nature helps you', Andriy Voron remarks *(Dochynets, 2013: 165)*. It should be noted that the protagonists of M. Dochynets have a close and modern ('broad') interpretation of the concept of 'humanism' as a cultural and socio-political orientation 'to the highest value of man, human personality' *(Encyclopedia of the History of Ukraine: In 5 vols, 2003: 253)*. The heroes of the prose writer repeatedly express their thoughts on the meaning of human life, its purpose, etc., proclaiming the humanistic idea of equality before God and the importance of freedom for each individual.

The behavior and statements of the M. Dochynets' protagonists indicate that their original philosophy is based on the Christian tradition. Particularly close to them is the idea of 'God's providence', the belief in the active influence of the Higher Power on human life: 'I got used to space and dissolved in time. I felt that some mysterious Hand was leading me through this world. And he foresaw that <…> in fresh waters he would purify me, in the prophetic depths he would strengthen me and heal me in the sunny valleys with bitter herbs … No eloquence will cover what I have experienced and lived, what I thank for the only one <..> I find and choose His love at every step and return it to Him as the most precious honey of my works' *(Dochynets, 2016: 265)*. There is an echo of pantheism in the religious worldview of M. Dochynets' protagonists, since they were born and lived almost all their lives among the wildlife of the Carpathians, genetically related to it, consider it spiritual and omnipotent. They define the finding of harmony with nature as the highest good for man, which will allow him to draw strength from it for physical and spiritual trials: ‘I lay down on the water, heard a rustle of sand at the bottom, – and he moved with sand under the tide. My body was warmed by the sun – and I myself became the sun, radiated light and warmth. <…> I was in everything, and everything was in me …’ *(Dochynets, 2013: 247)*. The religious syncretism of the writer’s protagonists was formed under the influence of pagan ideas, rules of folk morality and Christian tradition.

Given these facts, we can say that the European identity in the novels by M. Dochynets is artistically understood as an integral part of the concept of the character. Centenarian/Svitovan, Well-Digger, Highlander, Maftey adhere to the common European system of values, the sources of which are the classical heritage of Antiquity, the Renaissance, the Christian tradition, which indicates that the protagonists have a European identity.

4. Conclusion

In the novels *Centenarian. Confession on the pass of the spirit, Svitovan. Studies under the tent of the skies, Well-Digger. Diary of the richest resident of Mukachevo dominion, Highlander. Waters of our Lord’s riverbeds, Maftey. Book written with a dry pen* is a type of character with deep roots in national culture and traditions and open to international dialogue. The post-national identity of the M. Dochynets’ protagonists can be traced in the guidelines for European integration, the idea of equality of all people before God, the belief in the need to use foreign experience in all spheres of human life, etc.).

The original philosophical system of Andriy Voron, Well-Digger, Highlander, Maftey is based on the ideas of tolerant attitude to representatives of different nationalities, religions, worldviews, brotherhood, mutual respect. The protagonists of the writer emphasize that they feel that they belong to a single European community, because they live in modern Europe and follow the European system of values.

Further research might involve the study of artistic representation of types features of the artistic image of images *Own / Alien / Different* in the novels by M. Dochynets.

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THE CHARACTERISTICS OF ENGLISH TERMS STRUCTURE IN ARCHITECTURE AND CONSTRUCTION INDUSTRY

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Summary

The article deals with structural typology in architecture and construction terminology. Modern linguists pay great attention to the study of terminological units in different branches of industry in modern world. The rapid growth of terms number in architect and construction requires its study, description and systematization.

The current body of research provides clear evidence of much attention being paid to the architecture and construction industry itself, and its terminology in particular. The task of the research was to compare the structural features and identify the quantitative ratio of components in architecture and construction terms. Consequently, the object of research was the English terminology of architecture and construction industry, and the subject concerned the structural peculiarities of the English architecture terms. English samples of architecture and construction terms from internet resources have been analysed. Structural peculiarities of English architecture and construction terms have been studied and defined by the methods of comparative and structural analysis.

Keywords: structural typology, professional terms, component, multicomponent term, nomination, abbreviation.

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Introduction

It is you known, the vocabulary is the most permeable, volatile and dynamic side of language. A distinctive and characteristic feature of any language vocabulary is its ability to grow indefinitely due to new words and new meanings, which are formed in different ways. During the formation of a certain knowledge or activity field, the formation of terminology takes place *(Bialyk, 2019)*. A review of the literature of modern terminological research has shown that actively developing terminologies that constantly supply extensive material for terminological research and therefore need to be streamlined and standardized are of particular interest *(Bialyk, 2019)*.

The spread of terminological vocabulary in people's speech outside of communication situations related to professional activities is a peculiar sign of our time. In modern conditions, the use of terms is no longer the prerogative of specialists in a particular field. The indicated trend is also true with regard to vocabulary of construction and architecture. Architectural terminology is regularly used in a variety of contexts and is in a state of intensive development in the context of modern progress.

The material of the study is a text corpus of articles devoted to information on building industry, architecture and interior design. Text material extracted from online versions of periodicals “Journal of Architectural Engineering”; “Designer plus Builder”; “Dezeen”; “Architect”. The analysis involved publications from 2017 to 2019.

General characteristics of architecture and construction terminology

The term "architecture" is traditionally referred to in dictionaries as "the art and technique of designing and building, as distinguished from the skills associated with construction. The practice of architecture is employed to fulfill both practical and expressive requirements, and thus it serves both utilitarian and aesthetic ends" (Encyclopedia Britannica). This concept differs from the concept of construction in its artistic content, which gives it a different definition: "character, style of building", "artistic nature of the building" (Encyclopedia Britannica). Within the general concept of architecture, it is noted that architecture, as the art of designing structures, is symbolic and reflects not only the culture of a particular period, the religious symbolism of the nation, but also the spiritual intent of its creator.

Previously, the problem of construction and architectural vocabulary study has not been fully developed in modern scientific research, and is mainly conducted within the framework of linguistic study of language. Construction and architectural vocabulary refers to the linguistic units that nominate the notion of architecture and construction and which function in the scientific field as well as in the artistic (poetic, prose) text and form part of a common literary language. A architecture and construction term is a word that refers to a specific concept of the architecture and construction subject. In special use (in scientific language, in scientific discourse) the building and architectural term is unambiguous, not emotional, stylistically neutral.

The linguostructural analysis of the of modern architecture and construction sublanguage has led to the conclusion that, as a small linguostructural subsystem, it possesses universal properties characteristic for common language and differential properties that are absent in a common language.

The differential properties of the architecture and construction sublanguage include its consistency, finiteness and completeness.

The characteristic stylistic features of architecture and construction sublanguage are considered emotional and subjective-evaluative neutrality, generalization and presentation brevity. The substantial differences between this sublanguage and the common language are manifested mainly in lexis.

Architecture and construction sublanguage lexis and occupies a special place in a number of special languages. Modern architecture and construction sublanguage has not only a limited set of terminological vocabulary expressing building and architectural concepts, but also a number of structural and functional features, as well as expressing basic building concepts that are fundamental to the whole human society. We believe that the information, which is recorded in the mentioned terminological units, accumulates the information of the language and culture as semiotic components that constitute a holistic world image *(Aimenova, 2019)*.

For example, the lexemes "building", "construction", "housing", "environment", "design", "module" and others designate universal concepts that have always been and will be used in various societies as means of nominating processes and results of person's activities.

It is legitimate to assert that the specifics of the architecture and construction sublanguage lexical units are determined by terms that express the corresponding categorical concepts and are conditionally divided into common, general scientific and terminological subsystems.

Terminological vocabulary is considered to be the totality of terms necessary to express certain concepts of a special field; the term is traditionally understood as a word (phrase), meaning the concept of a special knowledge or activity field and used in professional conditions.

It is known that the term can exist only as an element of the term system. Terminology is a set of terms that adequately express a theory concepts system that relates to a specific area of human knowledge or activity *(Teleky, 2019)*.

Special fields of knowledge and human activity are modeled by concepts systems, which are first and foremost elements of a particular knowledge area, and are explicated in two manifestations – in the aggregate of these concepts definitions and in a terms set. Therefore, we can say that the terminological system is a linguistic model of a specific knowledge area. Among the features of term systems as a types of abstract systems are system-wide, logical, linguistic and model-forming *(Novikova, 2017)*.

One-component architecture and construction terms

Next, we will try to give a structural characterization of architecture and construction terminology. The terminology study currently pursues not only scientific, but practical goals as well. That is why not only a description of the architecture and construction terminological system is considered to be important, but also a study of the formation methods and ways to replenish mentioned terminology. Scientists distinguish different ways of terms formation, depending on productivity. The main source of creating new terms, enriching the terminological fund and improving individual terminological language systems are its internal resources. The vocabulary replenishment of the science language with new words occurs through the use of morphemes existing in the language and their new combination *(Fedurko, 2019)*.

The structural analysis of the architecture and construction terms actual material was carried out, where the following types were identified: one-component (simple and derivative), multi-component, abbreviations.

Analysis of architecture and construction terms sample concerning their structure showed that the most common are simple terms. Derived terms were less represented. The most productive way to form derivative terms is affixation, we have distributed suffixes as follows: er 35% – *camber, curvature, gutter, cover, skyscraper, girder, sleeper, baluster;* ing 23% – *bending, buckling, projecting, reentering, lighting, supporting, heating, drafting, drawing, ceiling, adjoining;* tion 10% – *deflection, projection, condensation, conditions, fenestration, abnodation;* ent 8% – *abutment, basement;* ance 7% – *balance, abeyance,* ant 5% – *pendant, rampant,* or 5% – *exterior, agitator;* el 3% – *barrel, tunnel, mandrel;* out 2% – *layout;* ture 2% – *curvature, moisture, structure.*

Multicomponent architecture and construction terms

The language nomination in architecture and construction sublanguagenis distinguished by the presence of a large number of terms, including multicomponent terminological units. In general, such units are transparently motivated and therefore the most widely distributed in rapidly developing fields of knowledge. Architecture and construction is one of the relatively dynamically developing areas of activity in the modern world, which at the same time has very deep roots. Moreover, the lexical layer of this group is being constantly updated with new terms in English.

The difficulty lays in the fact that the multicomponent phenomenon essence is characterized by a plurality of viewpoints. Terms that have several lexical units in their composition are called differently: terms-chains, multiword terms, polynomial terms, ambiguous terms, poly-lexical terms.

In linguistics, two-component and multicomponent terms are distinguished depending on the number of internal components and the type of relationship between the constituent parts. Such group of terms is the optimal language tool in the field of actual nomination in modern science and, due to its large semantic capacity, is the most important lexical constituent of a scientific text.

According to L. N. Belyaeva, the formation of multicomponent terms is a binary process, to a great extent, depends on how the nomination occurs: either as a process of gradual complication and specification of an object nomination (gradual complication of the nominal structure with the addition and change of the core characteristics); either as a process of sequential compression *(Belyaeva, 2007)*. The main characteristics of such combinations are: limited expressivity and imagery; the potential ability to condense over time into single-word names.

Multicomponent terms, or multicomponent terminological combinations, in the English language, according to some authors, include in their ranks and terms issued through a hyphen. These terms are characterized by structure complexity and the components ambiguity: *site-assembled, water-bound macadam etc.*

The architecture and construction sublanguage analysis of the multicomponent terms in English showed that two, three, four, five, six, and seven-component terms are used in the texts of this direction. The following data were obtained as a percentage: two-component – 22%: *domestic building; arched concrete dam; multistoried building; residential building; sectional building*; three-component – 21%: *airtight building construction; aseismic building constructions; block building construction;* four-component – 21%: *balloon frame building construction; platform frame building construction; safe maintenance of construction machinery;* five-component – 5%: *cantilever arched building construction girder; to show building construction element fracture; brittle building construction element fracture, double crank construction materials press;* six-component – 2%: *plane strain building construction element fracture; stress-corrosion building construction element fracture; building construction element maintenance processing and repair; errors in the building construction element maintenance processing.*

Architecture and construction abbreviations

Due to the components increase, abbreviations are being actively used. The appearance and widespread use of them is primarily associated with their use convenience. However, the strong saturation of the text with abbreviations often leads to difficulties in interpreting. The presence of a significant abbreviations proportion is a typological feature of the term system under consideration.

As scientists note, the abbreviation is used to achieve the necessary brevity of the term; it arises as a result of word combination transformation into a compound word *(Malenika, Fabianic, 2013)*.

Two types of abbreviations were figured out, these are initialisms – a sequence of capital letters, each of which is pronounced separately, and shortenings when certain sound segments are removed from the word composition.

The analysis showed, that the number of initialisms in construction terminology prevails, their structure is quite simple, they are formed by the term combination capital letters. For example – *ACB (asbestos-cement board); ACM (advanced composite materials); ADW (air-dried wood); GERAM (Generalized Enterprise Reference Architecture and Methodology), LALAC (Local Architectural Conservation Advisory Committee), ADW (air-dried wood), DD (Dutch door), FSTC (Field sound transmission class), MLMA (Metal Lath Manufacturers Association), A and M (assembly and maintenance); AAW (acetylene air welding).*

The factual material showed that shortenings that takes place when all vowel sounds are omitted from a term, for example*, RF (roof); RM (room); wd (wood); fbr (fibro)*. Next, we highlight syllabic shortening was figured out as well, which is understood as a shortening of syllables or fragments of the original phrase, forming syllables within the abbreviation. For example: *COL (column); DEML (demolition); elev (elevator); soln (solution); CONTR (contractor); solv (solvent); CATW (catwalk); ct (cement); bitn (bitumen)*. One more shortening type was pointed out consisting of the initial, middle and final letters of one word or phrases, for example – *agt (agent); ct (cement); Lbr (lumber); drlg (drilling); eq (equipment; bdg (building); BRK (brick); BSMT (basement); CLG (ceiling).*

The fulfilled analysis of the English architecture and construction terms made it possible to establish that this group of terms is nominative units that express capacious names of scientific phenomena and concepts. Moreover, they play the role of one of the most important scientific text constituents, ensuring the accurate content transfer. The results of the architecture and construction terms structure analysis showed that simple terms amounted to 61%; derived terms – 21%; multicomponent terms – 29%; abbreviations – 10%.

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'QUANTUM – COMPUTER – GENE', OR FOR THOSE WHO 'ALREADY KNOW EVERYTHING': POST-NON-CLASSICAL DISCLOSURES OF THE ARTISTIC PARADIGM OF JOY (J. S. FOER'S "EXTREMELY LOUD AND INCREDIBLY CLOSE")

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Summary

The article foregrounds the relevance of scientific research, aimed at balancing the methodological fluctuations in the process of multi-study of the modern world through the lens of humanities. The society of today, characterized by deliberate transcending beyond the understandable and habitual use of technical advances, requires verbal comprehension other than classical formulations and hypotheses. In particular, universal phenomena (such as the phenomenon of joy) acquire a new (sometimes unpredictable) interpretation. The proposed study focuses on the artistic elaboration of the 'joy' category against the background of post-non-classical reality, followed by the subsequent refinement through analyzing Jonathan Safran Foer's novel "Extremely Loud and Incredibly Close".

Keywords: humanities, reception, artistic modeling, joy, poetics, methodology.

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The contemplation of the world, of oneself in the world and of the world in oneself is the transcendental circle that defines human existence. The whole interest of the humanities is in one way or another focused on the figure of a human being, his/her macro- and micro-place in the universe. Entering the depths of the human mentality and its comprehension against the contemporary background is due to literature. Being a 'mirror of the world perception', literature accepts, elaborates and reformats the reality. This feature of works of art as the 'art of the word' is especially relevant at the present stage of society's development, when leading technological advances are superimposed on the difficult 'coexistence' of generations X, Y, Z and Alpha (which provokes lively discussions and research interest of psychologists, culturologists, physiologists and specialists from other spheres). Absorbing reality and transforming it into a new 'now' is a challenge for every piece of art. For the sake of a more in-depth analysis of processing the modern times within the limits of artistic reality, we consider it appropriate to dwell on the particular dominant of the formatting of the world of a literary work. Given the peculiar polysemantics and paradigmatic nature, the category of joy seems interesting for the poetics study.

Comprehension, specification, and to some extent, generalizing the intention of joy in the 20th century, which traces its history to Democritus (and his interpretation of joy in the context of natural upbringing of personality), becomes possible when accepting the historical typology of philosophy as a science, of 'wisdom horizon' and 'word horizon' in the second half of the 20th century, acquiring a new development in the 21st century.

For classical science, the definition and specification of the object of study, some empirical data, were particularly important. The discourse of accumulation and description of factual material naturally affected the fact that the object of the study was a system, either at rest or in equilibrium, and beyond external relations, interactions and interrelations. Post-non-classical science, on the other hand, seeks to recognize those moving elements of an open and unrestricted system that offer innumerable variations. The elaboration and dynamics of understanding joy as one of the key philosophical categories testifies to the tradition of a determined and purposeful scientific search.

The impetus for the transformation of a 'society of contemplation and consumption' into a 'society of action and attempt' has modified, apparently, personal thinking matrices. The novel by the American writer Jonathan Safran Foer “Extremely Loud and Incredibly Close” is interesting in the post-non-classical context. Written by the American journalist of Jewish descent, the novel about a child in New York after the events of September 11, 2001, becomes, to some extent, an ode to modernity: a man possesses almost every conceivable skill, the human hand is already capable of altering DNA, but in the world of discounts and suggestions a man has never been so lost, frustrated and impersonal before. The paradigmatic structure of joy (as a category) encompasses as many of its realizations (the expected ones and not as such), including those presented in J.S. Foer's novel.

The notion of 'I' (which, in the course of the plot's unfolding, will become a field of comprehension competition) is justifiably the compositional and meaningful center of the artistic model of the work. This concept has a significant textual panorama for representation and rapidly multiplies its meaning through the use not only of the verbal canon of literature but also by the active inclusion of visualization and symbolization means in the narrative space. The configural space of the narrative is built around one central figure, Oscar Shell, but none of the characters acquires a subordinated status (in terms of composition) / a status of subordination (in terms of reception and interpretation).

The American historian and philosopher of science, the critical rationalist Thomas Samuel Kuhn, substantiating the meaning of the concept of ‘paradigm’ (by proposing the term “disciplinary matrix” *(Ryzhak, 2009: 196)*, emphasized the set of elements that form the sequence of modern science. Thus, combining the ideological landmarks, which are contradictory at first glance (death of the father and funeral without the body of the deceased – to make mother happy as one of the main “raisons d’etre” *(Foer, 2006: 2)*, the paradigm of joy under canonical synergistic laws builds up to the matrix of global principles.

The events and discoveries that became significant for the emergence of non-classical science in the early twentieth century have dramatically influenced the humanities, its human-centered, partially diverse, vectors and approaches to comprehending oneself and the world. The conceptual series of initial scientific principles kaleidoscopically consists of such phenomena as the discovery of nuclear fission and the complex structure of the atom, the discovery of electron *(John Thomson, 1897)*, determining the mass of electron’s nucleus, and creation of a planetary model of the atom *(Ernest Rutherford, 1911)*, development of a quantum model of the atom *(Niels Bohr, 1913)*, emergence in the first quarter of the twentieth century of quantum mechanics, which studies microcosm (Max Planck, Max Born, Werner Heisenberg), V. Heisenberg's conclusion that the fundamental property of microcosm is the principle of uncertainty. At the same time, the twentieth century was marked by the study of the megaworld. The expediency and effectiveness of the technical and intellectual achievements of mankind are known to be determined by history. The main character of Foer's novel sees the 'existence' of the present as a very tragic gap, because “there are so many times when you need to make a quick escape, but people don't have their own wings, or not yet, anyway, so what about a birdseed shirt?” *(Foer, 2006: 2)*. Such wings would have taken Thomas Shell, Oscar's father, away from tragic circumstances on September 9 and his son would not have had to think that it would be good to invent a teapot whose spout “reads in Dad's voice, so I could fall asleep, or maybe a set of kettles that sings the chorus of 'Yellow Submarine', which is a song by the Beatles” *(Foer, 2006: 2)*. The foolish, unnecessary, sudden and incomprehensible death of the father devastated the child: “A lot of the time I'd get that feeling like I was in the middle of a huge black ocean, or in deep space, but not in the fascinating way” *(Foer, 2006: 45)*. An open-to-know childhood consciousness confronts the world of loss, pain and despair.

Describing a child who is too smart and interested, the author raised an important problem of mental development of the modern society, with a remarkable characteristic given by Mark Weiser, the former head of the Xerox PARC computer lab: “When people learn something well enough, they stop realizing it” *(Kaiku, 2004: 43)*. People's lack of awareness of the value of their own knowledge and thinking creates the presence of others in the community– such as the Shells.

Karl Popper's belief that replacing the principle of cumulativeness of classical science comes with the principle of fallibilism (falsification) of non-classical science, when the absence of an empirical basis is a ground for denying the theory *(Ryzhak, 2009)*, is, in our view, important for the formation of humanitarian research methodologies. Therefore, the value of scientific research is determined by its criticality, flexibility, ability to modify and change. Oscar Shell is an excessively emotional child (“I'm constantly emotional. – Are you emotional right now? – 'I'm extremely emotional right now. – What emotions are you feeling? – All of them. Right now I'm feeling sadness, happiness, anger, love, guilt, joy, shame, and a little bit of humor, because part of my brain is remembering something hilarious that Toothpaste once did that I can't talk about” *(Foer, 2006: 107)* with a sensual and keen mind, combining the features of classical (where the ideal of episteme – absolutely authentic, demonstrative knowledge – was not an idol) and a modern thinker capable of 'permanent revolutions', where bold assumptions exist only to further refute them. Looking for yourself, or rather finding the answer to the question of whether there is a place for a person in life, is identified in the plot by the search for the castle, the key of which Oscar found among his father's belongings in the envelope with the inscription “Black”: “Then I figured out that if a baby is born in New York every 50 seconds, and each person has 18 locks, and a new lock is created in New York every 2.777 seconds. So even if all I did was open locks. I'd still be falling behind by .333 locks every second. And that's if I didn't have to travel from one lock to the next, and if I didn't eat, and didn't sleep, which is an OK if, because I didn't actually sleep, anyway” *(Foer, 2006: 21)*.

In order to study the paradigm of joy in the artistic text, it is important to emphasize that the methodology of post-non-classical science recognizes the pluralism of the development of self-organizing systems. At the same time, it is fundamentally important to “breach the principle of coherence”, that is, it is probable that the development of self-organizing systems will result in situations where minor, local impacts lead to global consequences. Exploring the aspects of constructing the poetic paradigm of joy in literature, we focus on the recognition by the post-non-classical science of such objective, universal characteristics of reality as orderliness, structure, chaos, stochasticity, and chaos is seen not as the source of destruction, but only an important cognitive stage *(Ryzhak, 2009: 382)*.

Oscar Shell 'strings' the 'dramatic units' and outlines a bizarre pyramid of meaning from individual puzzles of personal destinies, blurring the boundaries of the worlds (adult / child), where ontological planes inevitably transform each other: the novel about the child, absorbing the intensity of the novel about childhood, reaches the receptive level of philosophical and ideological knowledge. The dominant character provides narrative 'reproduction', which determines both the complexity and the variance of reception.

On the path of finding and retrieving the meaning of the concept of 'joy' in the space of a literary work about children (childhood), it is especially valuable to adopt T. Kuhn's position, since the choice of a certain theory for the role of a paradigm will be based on a structured 'disciplinary matrix', each of which will acquire its own solution in the space of a literary work.

The system of characters acquires a special role from the standpoint of genre analysis of the novel, because it becomes possible for a multifaceted combination of different characteristics to create a holistic image of a work of art. By its own, systematic, principle, the model of the fictional world in Jonathan Safran Foer's novel 'grows' from the kaleidoscopic, 'multilayered' semantic levels, each dominated by a particular personal phenomenon (character, human destiny, key event in life, etc.). As you know, the character of the work centers the plot and action, structures the author's model and creative perception. In our opinion, a very limited and clearly defined large number of characters equally densify and saturate the plot of the work, depending on the intentions of the author.

A teenage boy, who knows that his father's coffin is empty, tries to understand how his dad died and to reveal the secret of the key found among his father's belongings. Receptive pre-assignment of the deferred known because of overcoming peculiar obstacles – each subsequent character constitutes an obstacle in the comprehension of the tragedy. The new quality of the semantic paradigm of joy is obtained precisely through the installation of narrative in the composition, through the dominance of symbolic stops (not identical in duration, as well as narrative and descriptive detalization) on the way of approaching the tragedy in the life of the teenager and his family.

The pronouncedly large number of characters takes on a special role in expressing a joyful context, which is primarily about understanding the problem of loneliness: a person feels alone when there are many people around (in fact, these many people are not one’s surroundings). This problem becomes even more profound when it comes to a child who, as a teenager, 'accumulates' the tragic experience: pain of losing a dad, a grouch on the mother who is too quick (as Oscar seems) to find comfort in the company of her friend Ron, the inconvenience of touching the grandmother, blame for not picking up the phone when Dad called for the last time on “that day”.

Thus, the classical and non-classical paradigms of science focused on the acquisition of true knowledge, whereas such aspects as the practical application of that knowledge, or what the social consequences would be, were relegated to secondary positions. Therefore, it seems quite natural to initiate and assert a new 'coil' in the upward spiral of scientific discourse. The post-non-classical paradigm of science appeals to anthropocentric determinism, to the creation – formation – meaning-making of the “human-measuring” systems.

Obviously, after the loss of the nearest and dearest, a person and the life of a single family became a generous field of reflections for the writer who has witnessed tragic events both for his homeland and for the entire world. A large number of characters (Oscar, his mom, father, grandmother, grandfather, grandmother’s sister Anna, neighbor, new (very numerous) acquaintances, porter Stan, new mom’s friend and others) and the montage of the novel's composition create an authentic picture of the 21st century society.

The philosophical and methodological search for the conceptual origins of joy, the propaedeutic efforts to 'immerse' in the world of 'images and ideas' of literature about children, naturally comes within the context of the fundamental foundations of post-non-classical science, focused on the study of objects of a new type – self-regulating and self-organizing systems of different origin (natural, socio-cultural). Synergistic effects in the functioning of the system are manifested in the fact that even minor influences/interventions on/in the system are capable of causing a "chain reaction of consequences", and at the same time the level and effectiveness of this reaction can be completely inconsistent with the force of influence (I. Prigogine, H. Haken).

The main ideas of the theory of self-organization become the basis for a new paradigm of scientific knowledge, research and development of ideas (among other things) about the artistic and aesthetic space. The key principle of self-organization demonstrates the desire/movement of the system to order and balance by overcoming/leveling/eliminating/minimizing entropy (disorder, chaos), therefore, the development of self-organizing systems is multivariate in nature.

The choice of tragedy for joyful depiction in the prism of childhood and in the eyes of a child is not accidental. Appealing to a child's character hides a double essence: on the one hand, it allows to penetrate into the depths of the child's insecure psyche and genuine emotions, but on the other hand, it imposes a special responsibility on the author and the reader in the process of encoding and decoding a serious mental problem that balances on the verge of childhood and adolescence.

In our opinion, the synergistic view of the world is in complete agreement with the idea declared by J.S. Foer on the pages of his novel: just as modern science requires anarchist epistemology, according to which all methodological prescriptions / rules have their limits, but the only invariable rule is "everything is permissible", which does not hinder the progress in scientific advance (P.K. Feyerabend), and for each individual consciousness in each case, all means and methods are possible in order to simply survive in the period, which is called "the era of opportunity".

Thus, the time of post-non-classical philosophy and science predetermined the development of post-non-classical aesthetics and literary studies (as well as humanities in general). On the one hand, there is a generalizing nature of the word, on the other – there is a meaningful need to refer/address the immediate (original, primary) life experience, "to the things themselves" (E. Husserl), and hence in the synthesis, struggle, contradiction and interaction, the intentions of the philosopher and the artist intersect / meet. A thought becomes reality, first it occurs as a premonition, then – as a foreboding, subsequently acquiring specification through the artistic world.

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INTERTEXTUAL LITERARY SOURCES COLLECTIONS OF STORIES "LEGENDS OF THE ANCIENT KYIV" BY NATALENA KOROLEVA

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Summary

The article is devoted to the consideration of literary sources from the standpoint of studying intertextuality, which allows for exploratory and literary research of the work of Natalena Koroleva, in particular collections of short stories "Legends of the ancient Kyiv".

The significant contribution of the writer is outlined, as well as a historian, ethnographer, scientist for Ukrainian literature of the twentieth century. The position of the writer as a person with Ukrainian roots is highlighted.

The article considers topical problems of intertextuality in the aspect of research of synthesis of known literary works to create a new literary canvas through reminiscences, "author's identification" and "author's model" (N. Astrakhan).

A number of well-known literary works are considered, historical events,

reflections and reflections of famous figures through the author's interpretation of Natalena Koroleva to create her own "wonder" (O. Myshanych).

Attention is paid to intertextual links in a cycle "Legends of the ancient Kyiv" various literary sources, different historical epochs, various topics, considerations of famous philosophers and cultural figures, the first historical figures, different origins of literary works. This is the identification of this collection as the pinnacle of the writer's creative work.

The author's idea of Natalena Koroleva is described on the interpretation of well-known literary monuments to emphasize the importance and originality of Ukrainian literature in the world dimension.

The importance of studying and literary research of Natalena Koroleva's works is substantiated, in particular collections of short stories "Legends of the ancient Kyiv" for the development of Ukrainian literature and culture of the Ukrainian people.

Keywords: reminiscences, intertext, interpretation, "Tale of bygone years", "Kiev-Pechersk Paterik", Bible, author's model.

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Introduction

The first half of the twentieth century for Ukrainian literature – it is a complex, rich and contradictory period. Writers of this era and still not all have received proper recognition in their native lands, especially those who had to emigrate. Recently, interest in the historical past has grown, the names of writers who lived and worked outside Ukraine for various reasons are returned to literature *(Myshanych, 1997)*.

An amazing figure of Ukrainian literature of the twentieth century is Natalena Koroleva. She has a rather exotic work, which during her life did not become widely known and properly appreciated. Only recently has reader and scholarly interest in Natalena Koroleva's extraordinary prose grown, because most of her work has not been published or researched to date.

This applies to the assembly "Legends of the ancient Kyiv" which, according to researchers, is one of the last works of the writer, the top of all her creative work, the long-awaited address of the author to Ukrainian themes through the intertextual synthesis of mythological and literary sources.

Among the scientists, who studied this work, literary critics such as R. Fedorov, V. Shevchuk, F. Pogrebennyk, O. Myshanych, O. Nakhlik, V. Antofiychuk, S. Andrusiv, K. Buslaeva, I. Golubovska, Y. Melnikova belong. They were interested in the evolution of the writer's views, problems of its narrative system, texts, features on which she built the plot. To date, there is no comprehensive study of the collection from the standpoint of using the intertext of already known literary works, which determines the relevance of this study.

Purpose of the article: explore the intertext (literary sources) of a collection of short stories "Legends of the ancient Kyiv" Natalena Koroleva.

Task:

1. Define the concept of "intertextuality" of artistic treatment of historical legends.

2. Describe historical sources – "The Tale of Past Years", "Kiev-Pechersk Paterik", chronicles, biblical stories, apocryphal tales about saints, which were used by Natalena Koroleva while working on the collection "Legends of the ancient Kyiv".

3. Analyze modern research of the author's literary heritage, in general, about the collection – in particular.

4. Identify the author as a writer of the Ukrainian diaspora.

Methodology:

The purpose, objectives of the work, the specifics of the object and subject of work led to the choice of the following methods: biographical, comparative-historical, typological, hermeneutic approach, receptive aesthetics.

1. Natalena Koroleva and a collection "Legends of the ancient Kyiv" of short stories in scientific light

The first half of the twentieth century is a difficult, rich and controversial period for Ukrainian literature. Writers of this era still do not all receive proper recognition in their native lands, especially those who had to emigrate. Natalia Korolyova is one of such artists. This talented, versatile, extraordinary, creative personality, half-Spanish, half-Polish, emigrant with Ukrainian roots, although she came to Ukrainian literature at a fairly mature age, and left a remarkable mark for its development and elevation to the European level.

The author herself said: "It was my husband who led me" from other distant paths to the path of Ukrainian literature" *(Kovaliv, 2019)*.

Only in 1988 we learn about Natalia Korolyova, whose work could be the decoration of any developed European literature. Natalia Koroleva is an outstanding phenomenon in the history of Ukrainian literature. She introduced new themes from ancient and European world into Ukrainian prose *(Myshanych, 1997)*.

Working on historical and biblical themes, the writer deliberately avoided the themes of Ukrainian history, but tried to connect the world of ancient Scythia, Russia and Ukraine with at least some invisible facets. Natalena Korolyova found in Ukrainian literature her individual artistic world, which is characterized by a symbiosis of Eastern and Western cultures, paganism and Christianity, a synthesis of Romanesque, Arabic, Greco-Roman, Byzantine and Slavic worlds *(Myshanych, 1997)*.

The writer used a medieval legend for a fable outline, she was not interested in the authenticity of facts and events, but “violation of deep philosophical problems”, inspired by “historical metaphors” (O. Kopach).

The author interpreted well-known ancient legends and historical facts into her individual creative “microcosm”.

“Legends of the ancient Kyiv” – these are twenty-five stories. Which can be divided into three structural and thematic groups: the legends of the Greek, Scythian and Slavic cycles. This is an extraordinary phenomenon in Ukrainian literature, which combines unusual adventures, wide, open intellectual horizons, noble inspiration, refined styles and a diverse synthesis of ancient and modern worldviews.

Natalena Koroleva's literary phenomenon, in our opinion, is that in her artistic search she deciphers folk and ancient mythology, Christian doctrine in order to renew the Ukrainian artistic tradition, to modernize genre forms. On the other hand, the goal was broader – to establish Ukrainian literature as a respectable component of the world literary heritage. Intellectualism, erudition and spiritual potential allowed the author to realize “an essential task in life: to create artistic values for the good of the Ukrainian nation, which was once faithfully served by members of the Dunin-Borkovsky family”.

“Legends of the ancient Kyiv” became a kind of achievement of Ukrainian literature of the first half of the twentieth century, combining Ukrainian folklore, ancient myth and aesthetic thinking of Natalena Koroleva. Her literary treatment of traditional material is characterized not so much by the originality of interpretations of the Ukrainian non-fairytale epic, as by genre specifics *(Riazantseva, 2003)*.

2. Intertext as a key method of creating the author's “miracle world” of Natalena Koroleva

A literary work fulfills its functional purpose only when it enters the consciousness, imagination and emotional sphere of the reader. Then it is “appropriated”, which is preceded by a kind of process consisting of perception, understanding and interpretation. The known scheme “author – work – reader” can be implemented in a complete form, provided a practical understanding and interpretation of the content of the work, transmitted in a certain artistic form *(Bilous, 2012)*.

The concept of “author's interpretive model” would be perceived as more appropriate to denote the form of existence of the work in the mind of the author, a comprehensive understanding of his own work, and the phenomenon as we defined it would be more logical to call, for example, the vector program *(Astrakhan, 2014)*.

The “author's interpretive model” emphasizes the connection between the transformation that takes place with the word in the process of artistic creation, and the specific qualities of a literary work, which give grounds to consider it as a new word *(Astrakhan, 2014)*.

Interpretation of a literary work exists in the context of the concept of “hermeneutics”. Successful interpretive images are the images of Natalena Koroleva – a writer of the Ukrainian diaspora, who with the help of rethinking, interpretation managed to create a personal “microcosm”, artistic “miracle world” (O. Myshanych).

Natalena Koroleva's artistic texts open to the reader a new wider spectrum for perception and reflection. And the author comes to the aid of her favorite literary device – intertextuality.

Intertextuality is a general property of texts, expressed in the presence of links between them, through which texts (or parts of them) can in many different ways explicitly or implicitly refer to each other *(Kopystianska, 2005)*.

Many researchers identify “centers of intertextuality” or “centers of borrowing”. As a rule, these are authors and works that are most often addressed with reminiscences. In the Western cultural tradition, there are two such mega-centers – biblical and Shakespearean. It is their motives and their interpretations that are most common in modern literature. Speaking of appealing to the cells, I mean that the authors do not always take this step consciously. It seems that usually a writer simply draws information from the general information field, without even thinking about how and from whom he borrows *(Usachova, 2008)*.

“Legends of the ancient Kyiv” – 25 legends-stories, the writing of which was completed in the early 40-s of the last century. “Legends of the ancient Kyiv” can be divided into three thematic cycles: Scythian legends, legends of old Kiev and legends associated with the “Kiev-Pechersk Paterik”. Most of their plots are familiar (“Askold's Tomb”, “Perun's Curse”, “Stugna”, “Cyril Kozhumyak”, legends about Feodosiy Pechersky, artist Alipiy) taken from Old life. Heroes of ancient mythology, Scandinavian sagas, whose actions are somehow connected with Kyiv and the Dnieper, as well as biblical figures pass through them.

These legends are rich in poetry, pure and tender love for people. In some legends in the form of an artistic story, Natalena Koroleva puts forward and reveals scientific and historical hypotheses, which are confirmed in our time.

The number of basic written sources used as proto-texts of the cycle is unlimited: “Chronicle of Rusky”, Kyiv-Pechersk Paterik, “History” of Herodotus, M. Hrushevsky, “Tale of bygone years”.

It is noteworthy that from these texts the author borrows plots that are codified legends and legends, while the real historical facts play the role of either the background or the basis of the side plot line. That is why written prototexts are organically combined with oral ones.

For Natalena Koroleva, intertext is a key method of creating her own interpretive “miracle world”. Her focus is on man, her spiritual world. The heroes of the writer's works are extraordinary people, biblical, ancient and mythological figures, knights, inventors, united by the thirst for knowledge, the search for truths, the assertion of high ideals of the common good, brotherhood and love *(Myshanych, 1997)*.

3. Literary sources of the cycle “Legends of the ancient Kyiv” Natalena Koroleva’s

Through the prism of intertextuality, the world appears as a large text in which everything was once said, and the new is possible only on the principle of a kaleidoscope: mixing certain elements gives new combinations.

Natalena Koroleva used intertextual large-scale inclusions to create her artistic literary worlds.

Natalena Koroleva is an outstanding phenomenon in the history of Ukrainian literature. She introduced new themes into Ukrainian prose from the ancient and European world, successfully continuing the traditions of Lesya Ukrainka.

Working on historical and biblical themes, the writer deliberately bypassed the themes of Ukrainian history, but tried at least some invisible facets to connect the world of ancient Scythia, Rusi and Ukraine with the world of antiquity and the Middle Ages *(Myshanych, 1997)*.

Each work by Natalena Koroleva, including the collection “Legends of the ancient Kyiv” permeated with the stream of Ukraine, its mentality and spirituality. This can be traced at all levels: from the external saturation of characters and expressions to the deepest layers of mythologists and archetypes, which are reflected in the symbols, storylines and motifs.

Natalena Koroleva updated some prose genres in Ukrainian literature: she brought the genre of historical story to classical virtuosity, unchained the genre of literary legend *(Myshanych, 1997)*.

With the help of intertext, she knew and felt well what she was interpreting, conveying the spirit of the depicted era from ancient times to the present.

The main milestones for Natalia Katalena to write an outstanding collection "Legends of the ancient Kyiv" became the myths of the peoples of the world, famous literary monuments and the Bible.

Let's turn to the literary sources that became objects for Natalia Korolyova for her reminiscences in the collection.

For the whole culture of Ukraine, Kievan Rus, the most important monuments of literature were and still are "The Tale of Past Years" and "Kiev-Pechersk Paterik".

Of the twenty-five legends of the cycle "Legends of the ancient Kyiv"

reminiscences from "Tales of bygone years" are found in a third of the stories.

This also applies to historical figures (Vladimir, Olga, Yaroslav, Askold and Deer), the most important historical events (the baptism of Rus and the adoption of Christianity).

"The Tale of bygone years" as a literary source can be traced in the collection in the names of legends: "From the tales of bygone years", "Vladimir's silver"; in the epigraphs to the works: "Where did it come from" ("Tavria Bay"); in events that sometimes do not coincide chronologically: Olga's visit to Constantinople and her baptism ("The Way of Salvation"); "Acne tournaments" in Kyiv ("At Yaroslav's Court"); personal testimonies-conjectures of Nestor the Chronicler that everyone in Kievan Rus walks in zlotys ("At Yaroslav's court").

Another key literary source is the "Kyiv-Pechersk Paterik" and the Bible. We repeatedly meet the author's prayers in the collection. All hagiographic legends are taken by the author for her own interpretation from the "Kiev-Pechersk Paterik".

Turning to the collection, you can find more than one hagiographic story. The following stories belong to the legends of life type: "Feast", "Funeral", "Devils", "From the tales of time". Hagiographic legends about Alypius the Icon Painter, Sergius the Martyr, Gregory the Blackhorn, the Archangel Michael, the Apostle Andrew.

The author of the Old Testament story about Cain and Abel interpreted: "You see," she says, "this is the solid proof that brotherly hatred is the most natural thing!". From whom could Cain have inherited it, when at that time there were barely four people in the world. It's not fun, it's nature, as hungry as it is, as the need for sleep. You don't even have to teach…" ("Gostina") *(Soyko, 2006)*.

After all, the main thing for the writer was the soul of the heroes, their experiences and actions, which are worthy of praise and respect.

Folklore of any nation is a constant of literature. Natalena Korolyova did not miss various milestones of oral folk art for her intertextual inclusions in the collection precisely to emphasize the identity and importance of the Ukrainian people.

More than once in the collection we meet songs that are heard from the mouths of gods and goddesses: "You love me. I can't spin! Threads are torn, Hands are shaking, Mother dear". There is also a song that the author heard from Professor V. N. Malinin in Kyiv: "Rain is the joy of the world, Rain, God! Rain is the joy of the world, Rain-god" ("Meluzina", "On Delos").

There are motives of magic: the expulsion of demons from the body of the demon ("Guest"), "grandmother's" curses: "biscum album" ("On the Delos"), and so on.

Natalena Koroleva also interpreted the folk tale about Kirill Kozhumyak, at the same time showing the balance and wisdom, decency and justice of Vladimir ("Kirill Kozhumyak").

Mentioned ancient games (game with water and scales “On Delos”), rites and customs on national holidays (Christ's feast of the Savior (“Feast”).

Various Old Kyiv legends about princes, the origin of glorious Kyiv families, etc. have been interpreted.

Natalena Koroleva is depicted as hesitating, warning about the resistance and anxiety about the adoption of Christianity by the with the help of the reminiscence of the well-known work “A Word about Igor's Campaign” (eclipse of the sun).

Since Oleksa Myshanych considers Natalena Koroleva to be a continuation of Lesia Ukrainka's theme, indeed, the representation of philosophical considerations, motives, and images of nature can be traced in the story “Moon Yarn” when Losna met with Abbot Anthony. Interpretation of Mavka's meeting with Lukash from “Forest Song”: “My good father, my name is Losna. I am not carnal, spirit. From a country far away, the most beautiful, where the people of Rasen lived in the past. So, like this white flower, she drew a bundle of cherry blossoms, the people who called me the “goddess of the moon” blossomed and crumbled *(Soyko, 2006)*.

Intertextual connections permeate the collection of short stories of such famous philosophers as Herodotus, Sophocles, Plato, reminiscences of the famous historical work of Mykhailo Hrushevsky “History of Ukraine”, the mentioned hypotheses from the “Chronicle of Oskold”, interpreted works of Silius Italicus, Stephenus Oleisus and Stefanos, the legend of St. Ambrose, the works of St. Teresa of Avila, the statement of Voltaire, the intertext of his own work “Ancestor” about the origin of the genus Lakerda.

The whole spectrum of intertextual reminiscences testifies to the intellectual perfection of Natalena Koroleva (the last story of the collection “The Godfather of Pope John” “a man who knows everything, never dies”), as well as the assertion of the Ukrainian people from ancient times by thinkers and famous figures.

Conclusions

The cycle “Legends of the ancient Kyiv” was written by Natalena Koroleva in the 1940-s and became one of the earliest Ukrainian-language works of the writer. This is indicated both by Natalena Koroleva's own testimony and by the use of stories of completely borrowed plots, which is not typical of the author's further work, as well as the author's metatext of the cycle, which is different from other works of the writer.

Synthesis of various mythological and literary sources in the collection and use of intertext as a key technique for creating your own “author's model” (N. Astrakhan) and testifies to the uniqueness of the figure of Natalena Koroleva in the history of Ukrainian literature and the uniqueness of all her work.

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SELF-REFLEXIVE SCHEMATA OF EKPHRASIS IN COLLECTIONS OF ESSAYS ABOUT PAINTING: COGNITIVE AND LINGUISTIC ASPECTS

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Summary

The aim of the paper is to reveal the cognitive structure and linguistic representation of self-reflexive schemata of ekphrasis construed in collections of essays about painting. The material of the study is six collections of essays written in English by modern authors. Conceptual semantic analysis, analysis in terms of conceptual metaphor, and contextual interpretative analysis have been applied in the study. The research has revealed the following tendencies in the construing of self-reflexive schemata of ekphrasis in collections of essays about painting: self-reflexive schemata of ekphrasis differ by their overall degree of self-reflexivity which correlates with the genre dominant of the texts where such schemata are objectified; the construing of the self-reflexive schemata of ekphrasis rely upon the basic cognitive processes of human thought; the knowledge about visual art which has been subjected to reflexion constitutes an important part of self-reflexive schemata of ekphrasis; self-reflexive schemata of ekphrasis contain specific concepts that are employed in the essays as the means of ekphrasis. Two types of instantiation of self-reflexive schemata of ekphrasis in the analysed collections of essays about painting have been detected: complete and partial instantiations. The notion of ekphrasis is linguistically objectified as the cognitive structure VERBAL REPRESENTATION OF VISUAL ART. Its component VERBAL REPRESENTATION can be actualised as a PROCESS and as a RESULT. The component VISUAL ART can be represented by the range of categories varying in their level of generalisation from high to low.

Keywords: visual, verbal, visual art, construing, metacognitive.

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1. Introduction

While grounded in the classical definitions of ekphrasis as “the literary representation of visual art” *(Heffernan, 1991: 297)* and “the verbal representation of visual representation” *(Mitchell, 1994; Heffernan, 1996: 262)*, this study is a response to the “current expansion of ekphrasis” *(Brosch, 2018: 225)*. In particular, drawing upon James Heffernan’s note that ekphrasis “must also open itself up to the vast body of writing about pictures which is commonly known as art criticism” *(1991: 304)*, this paper pursues the extension of ekphrasis along the line of “genres” *(Brosch, 2018: 225)*. Thus the material of the study is the essays about painting as visual art written in English by modern authors *(Barnes, 2015/2017; Berger, 2015; Bryson, 1990/2018; Hughes, 1987/1992; Hustvedt, 2005/2006; Writers on Artists, 2001)*. The relevance of this study is determined by its focus on the phenomenon of ekphrasis that has been exciting the growing interest of researchers. The methodology used in the research is the apparatus of cognitive linguistics and cognitive poetics, in particular, cognitive poetic studies of ekphrasis *(Verdonk, 2005; Vorobyova, 2014; Izotova, 2018)*. The paper aspires to advance the understanding of the cognitive aspect of the interaction between the visual and the verbal in ekphrasis through the application of the new, cognitive linguistic and cognitive poetic approaches to ekphrasis in the essays about painting. Being briefly mentioned in several studies *(Stoltzfus, 2011: 69; Brosch, 2018: 240)*, the self-reflexive aspect of ekphrasis has not received a thorough examination yet, hence the current study was designed to make a contribution to this research topic.

The aim of the research is to disclose the cognitive structure and examine verbal representation of self-reflexive schemata of ekphrasis in modern collections of essays about painting written in English.

The following tasks were set to achieve the aim of the study:

to reveal the regularities of the cognitive structuring of self-reflexive schemata of ekphrasis in collections of essays about painting;

to detect instantiations of self-reflexive schemata of ekphrasis in collections of essays about painting;

to determine the peculiarities of linguistic representation of self-reflexive schemata of ekphrasis in collections of essays about painting.

A range of methods has been applied in the study. Conceptual semantic analysis and analysis in terms of conceptual metaphor have been employed to reconstruct the conceptual structures objectified in the scrutinised essays. Contextual interpretative analysis has been applied to reconstruct the meanings construed in essays about painting.

2. Regularities of the cognitive structuring of self-reflexive schemata of ekphrasis

Schema is one of the terms used in cognitive sciences to designate "a means of representation of operational information" *(Dem`yankov, 1996: 179)*. It is characteristic of a schema to have a constant framework that is filled in with variables *(op. cit.: 180)*.

The term *self-reflexive* as it is used in this paper is informed by the research on self-reflexive literature in literary studies and metacognition in cognitive psychology. The term *self-reflexive* "is applied to literary works that openly reflect upon their own processes of artful composition" *(Oxford reference)*. This term describes "literary self-awareness" *(Mambrol, 2019)* or "text's consciousness of its own status" *(Kao, 1997: 59)*. The term *metacognition* was introduced to describe the "knowledge and cognition about cognitive phenomena" *(Flavell, 1979: 906)*; it "has been simply defined as thinking about thinking" *(Nazarieh, 2016: 61)*.

In this study the term *self-reflexive* is applied to such contexts where an author of an essay (essays) about painting discusses the very nature of ekphrasis in the text (texts) collected in a book.

Self-reflexive schemata of ekphrasis are introduced in the Introductions to their collection of essays by Julian Barnes, Siri Hustvedt and Robert Hughes *(Barnes, 2015/2017: 3–11; Hustvedt, 2005/2006: xv–xxi; Hughes, 1987/1992: 3–28)*, in the Preface by John Berger *(Berger, 2015: xi–xii)* and in the Foreword by Norman Bryson *(Bryson, 1990/2018: 7–15)*. The collection of essays by different authors *(Writers on Artists, 2001)* includes the Foreword by A. S. Byatt *(Byatt, 2001: 6)* and the Introduction by Karen Wright *(Wright, 2001: 7)* which offer the self-reflexive schemata of ekphrasis. Overall, 7 texts which precede the essays about painting contain self-reflexive schemata of ekphrasis.

While the term *ekphrasis* is not used in either of the analysed collections of essays, the notion of ekphrasis is evoked when the cognitive structure VERBAL REPRESENTATION OF VISUAL ART is explicitly verbalised. For example, in his Introduction, Barnes notes: *"I first began **writing about art** with a chapter on Géricault's* **Raft of the Medusa** *in my novel* A History of the World in $10^1/_2$ Chapters *(1989)." (Barnes, 2015/2017: 11)*. In the quoted passage the lexeme *writing* objectifies the cognitive structure VERBAL REPRESENTATION and the lexeme *art*, being semantically connected with the name of the picture *Raft of the Medusa*, objectifies the cognitive structure VISUAL ART. In a similar way the cognitive structure VERBAL REPRESENTATION OF VISUAL ART is actualised in the Foreword by Byatt: *"**Writing about painting** is peculiarly difficult." (Byatt, 2001: 6)*.

A more detailed analysis of the verbal means of linguistic representation of self-reflexive schemata of ekphrasis is provided in Part 4 of this paper. This part discusses the regularities of the cognitive structuring of self-reflexive schemata of ekphrasis in collections of essays about painting.

Since the passages which represent self-reflexive schemata of ekphrasis are very closely semantically connected with the passages that represent the authors' theories of art, the later contexts were taken into consideration while modelling the self-reflexive schemata of ekphrasis.

The degree of self-reflexivity of the self-reflexive schemata of ekphrasis in the analysed material is different. ***The degree of self-reflexivity is comparatively low*** in the introduction/ preface/ foreword (henceforth the term *introduction* will be used for all chapters that precede the essays in the studied collections) when such an introduction is structured as a more or less detailed account of the personal experience of the author perceiving art. Such story-like introductions with self-reflexive schemata of ekphrasis with low degree of self-reflexivity are provided by Barnes (e.g., *"**I was once taken by my parents to the Wallace Collection in London**: more gilt frames, and more unerotic nudes." (Barnes, 2015/2017: 4–6)*), Berger (e.g., *"**Their inspiration has led me to write about art intermittently** throughout my long life as a writer." (Berger, 2015: xi)*), and Hustvedt (e.g., *"Painting is there all at once. **When I read** a book, **listen** to music, or **go** to a movie, **I experience** these works over time." (Hustvedt, 2005/2006: xv)*).

The degree of reflexivity is medium in the introductions which discuss the experience of writing about art in general terms which is provided by Byatt (e.g., *"There are **many ways of writing badly about painting**." (Byatt, 2001: 6)*) and Wright (e.g., *"… I was anguishing over **the order of contents in this book**, and at the risk of offending the more delicate egos of both writers and artists over their location in the book. David [David Sylvester] rebuked me: "There is only one solution," he said. "**Place them chronologically, in the order of publication**." (Wright, 2001: 7)*). The same medium degree of reflexivity is characteristic of the introduction by Hughes that examines the tendencies in culture and art in the certain country at a given period (e.g., *"**It would be foolish to claim that 1945–70 in New York rivalled 1870–1914 in Paris**." (Hughes, 1987/1992: 3)*).

The degree of reflexivity is high in the introduction by Bryson who analyses the category "still life" as a category, i.e., a mental entity (e.g., *"**Still life as a category** within art criticism is almost as old as still life painting itself."* (*Bryson, 1990/2018: 7*).

While introductions differ by their overall degree of self-reflexivity, **different parts of each introduction can also have various degrees of self-reflexivity**. For example, in her Introduction, Hustvedt combines passages with lover degree of self-reflexivity (e.g., in the following passage Hustvedt writes about her experience rather than focusses on the content of her though *"**I love painting** because in its immutable stillness it seems to exist outside time in a way no other art can." (Hustvedt, 2005/2006: xv)*) and higher degree of self-reflexivity (e.g., in the following passage Hustvedt contemplates on the meaning of the category of picture: *"**Visual art** exists only to be seen. It is the silent encounter between the viewer, "I", and **the object, "it". That "it", however, is the material trace of another human consciousness**." (Hustvedt, 2005/2006: xix)*).

The overall degree of self-reflexivity of the self-reflexive schemata of ekphrasis correlates with the genre dominant of the introductions. The introductions or those parts of the introductions that possess the features of fiction (mainly, the narrative structure) are characterised by the comparatively low degree of self-reflexivity (e.g., the narrative part of Berger's introduction *(Berger, 2015: xi)*). The introductions or those parts of the introductions that possess the features of journalism (mainly, the arguments criticising or praising some artistic practices) are characterised by the medium degree of self-reflexivity (e.g., Hughes's introduction *(Hughes, 1987/1992: 3–28)*). The high degree of self-reflexivity is typical of the introductions or those parts of the introductions which have the features of research writing (mainly, critical analysis of the approach and tools used for writing about art); it pertains to Bryson's introduction *(Bryson, 1990/2018: 7–15)*.

Whereas all the self-reflexive schemata are unique in their cognitive structuring and linguistic representation, they exhibit a number of **typical features** pertaining to many of them or all of them.

The conceptual metaphor LEARNING SOMETHING IS MOVING SOMEWHERE has been used in 4 texts out of 7 (e.g., *"I think of this book as a collection of **mental peregrinations into the unknown**." (Hustvedt, 2005/2006: xxi)*). This regularity can be taken as an evidence of the fact that **construing of the self-reflexive schemata of ekphrasis is grounded in the basic cognitive processes that characterise human thought**.

The following conceptual structures are regularly objectified as well: TO LOOK AT VISUAL ART (7 texts out of 7) (e.g., *"All of these writers share one vital quality, that of being visual: **all of them relish the task of looking closely at art**." (Wright, 2001: 7)*), THE CONNECTION BETWEEN VISUAL ART AND LIFE (4 texts out of 7) (e.g., *"Its goal [the goal of the book] is more practical: to try to develop the critical discourse around still life through a group of essays which **engage with the paintings in the terms of our own time**." (Bryson, 1990/2018: 10)*), VISUAL ART CHANGES (3 texts out of 7) (e.g., *"**First** there had been the Abstract Expressionists ... **Then** there were slightly younger painters whom Clement Greenberg and his school had nominated as the continuers of art history... **And then** the younger men and a few women..." (Hughes, 1987/1992: 3)*); and the concept REVELATION (3 texts out of 7) (e.g., *"These **revelations** have led me to conclude that those who analyse works of art for a living are not exempt from blind spots." (Hustvedt, 2005/2006: xix)*). This regularity makes it plausible to assume that **an important part of the self-reflexive schemata of ekphrasis is the knowledge about visual art which has been subjected to reflexion**.

Almost every (6 out of 7) **self-reflexive schema of ekphrasis contains specific concepts** which have been selected by the authors as the means of ekphrasis. These concepts are different in different introductions. Barnes singled out the concepts ROMANTICISM, REALISM, MODERNISM: e.g., *"But I found, when assembling these pieces, that **I had** unwittingly **been retracing** that story I tentatively started to read back in the 1960s: the story of **how art (mainly French art) made its way from Romanticism to Realism and into Modernism**." (Barnes, 2015/2017: 11)*. Berger selected the concepts HOPE, CHOICE, MISTAKE, DISCOVERY, e.g.: *"And there I wait in the hope of learning something of the story of its [picture] making. Of **the hopes, of the choices, of the mistakes, of the discoveries implicit in that story**." (Berger, 2015: xi–xii)*. Bryson offered specific concepts for each of the four essays in his book: REALISM (*realism*), HYPER-REALISM (*hyper-realism*), SIMULATION (*simulation*), and POWER (power), which is specified as CLASS DIFFERENCE (*class difference*), CONTROL OVER NATURE (*control over nature*), and CONTROL OVER REPRESENTATION (*control over representation*) for the first essay *(Bryson, 1990/2018: 15)*; UNIQUENESS (*the exceptional act, the unique individual, personal uniqueness and distinction*), GREATNESS ('greatness'), DAILY ROUTINE (*the routines of daily life, the domestic round*) for the second essay *(Bryson, 1990/2018: 15)*; WEALTH (*wealth*), AFFLUENCE (*affluence, plenty*), MORALISM (*moralism*), VALUE (*values*) for the third essay *(Bryson, 1990/2018: 15)*; and LOW-PLANE REALITY (*low-plane reality*), HIGH-PLANE REALITY (*high-plane reality*), GENDER POSITION (*gender position*), an GENDER IDEOLOGY (*gender ideology*) for the fourth essay *(Bryson, 1990/2018: 15)*. Hustvedt gave special emphasis to the conceptual structure PICTURE DETAILS THAT HAVE NEVER BEEN NOTICED BEFORE, e.g.: *"By looking long and hard and at every part of a* ***picture, I've discovered elements that have never been discussed by art historians or critics before****: an egg detail on the window frame of Vermeer's* Woman with a Pearl Necklace *[…] I also found several hidden self-portraits in Goya's* Los Caprichos *and one in* The Third of May." *(Hustvedt, 2005/2006: xviii-xix)*. Hughes employed the concepts CULTURAL COLONIALISM (e.g., *"The essence of* ***cultural colonialism*** *is that you demand of yourself that your work measure up to standards that cannot be shared or debated where you live." (Hughes, 1987/ 1992: 4)*) and IMPERIALISM OF THE MARKET (e.g., *"This act of unwonted humility was made by thousands of* ***people concerned with the making, distribution, teaching and judgment of art*** *… […] The difference* ***today*** *is that instead of an imperialism of place we have an* ***imperialism of the market****, operating internationally." (Hughes, 1987/1992: 5–6)*. Byatt favoured the concepts TOUGHNESS (*toughness*), FLEXIBILLITY (*flexibility*), ACCURACY (*accuracy*), MODESTY (*modesty*), CURIOSITY (*curiosity*), and GENEROSITY (*generosity*), e.g.: *"It isn't a text-book – the pieces are chosen primarily for* ***the quality of the writing****. And they have in common the* ***virtues of toughness, flexibility, delight in impossible accuracy, writerly modesty*** *– and above all,* ***putting curiosity before the need to judge and generosity before smartness or position-taking****." (Byatt, 2001: 6)*.

Among the listed above concepts only the concept REALISM is used by two authors – Barnes and Bryson. However, different aspects of this concept are highlighted in the two contexts since Barnes puts REALISM in contrast with ROMANTICISM and MODERNISM while Bryson utilises REALISM in connection with HYPER-REALISM and SIMULATION.

3. Instantiations of self-reflexive schemata of ekphrasis

Every self-reflexive schema of ekphrasis construed in the introduction to the collection of essays about art is instantiated in the essays which follow. Within a particular instantiation either all the elements of a self-reflexive schema of ekphrasis are objectified or some of these elements. The first type of instantiation can be called *complete instantiation* and the second type can be termed *partial instantiation*.

The complete instantiation is regularly realised when the self-reflexive schema of ekphrasis is construed on the high level of generalisation (e.g. Wright's schema *(Wright, 2001: 7)* which can be modelled as the following structure WRITERS WHO WRITE ABOUT ART LIKE TO LOOK AT ART is realised in every single essay in the collection of essays *(Writers on Artists, 2001)*) or the author developed a specific self-reflexive schema of ekphrasis for each essay (e.g. Bryson's four specific schemata for his four essays *(Bryson, 1990/2018: 15)*).

A self-reflexive schema of ekphrasis which is construed on the level of specific information can also get a complete instantiation. For example, Hustvedt's self-reflexive schema of ekphrasis that can be modelled as the following structure TO WRITE ABOUT PAINTINGS WHICH ARE DIFFICULT TO UNDERSTAND AT ONCE IS TO MOVE SLOWLY TO THE KNOWLDEG ABOUT THESE PAINTINGS WITHOUT USING A PRECONCEIVED

THEORETICAL FRAMEWORK WHICH LEADS TO DISCOVERY OF PICTURE DETAILS THAT HAVE NEVER BEEN NOTICED BEFORE AND TO REVELATION is completely realised in her essays *"Vermeer's Annunciation"* (*Hustvedt, 2005/ 2006: 12–25)* and *"More Goya: "There Are No Rules in Painting"" (Hustvedt, 2005/ 2006: 93–119).*

The partial instantiation takes place when some information presented in a self-reflexive schema of ekphrasis which is construed on the level of specific information gets actualised in a particular essay. For example, Barnes's self-reflexive schema of ekphrasis *(Barnes, 2015/2017: 3–11)* can be modelled as the five semantically connected cognitive structures: (1) VISUAL ART CHANGES FROM ROMANTICISM TO MODERNISM, (2) VISUAL ART CAN EXPRESS THE TRUTH, (3) VISUAL ART HAS THE PERIODS OF RE-EXAMINATION OF THE FORMS OF ART, (4) VISUAL ART IS THE IMPORTANT SOURCE OF KNOWLEDGE, (5) ART TRANSFORMS LIFE INTO SOMETHING RELATED TO LIFE BUT STRONGER, MORE INTENSE AND WEIRDER; in his essay *"Delacroix: How Romantic?" (Barnes, 2015/2017: 42–57)* cognitive structures (1), (3), (5) of this self-reflexive schema of ekphrasis are objectified.

On the one hand, partial instantiations of self-reflexive schemata of ekphrasis provide the solid cognitive foundation for the construing of new cognitive structures in the essays. For instance, the mentioned above essay about Delacroix's painting by Barnes contains the metaphoric structure ARTIST IS A CAT THAT KEEPS PERFECT BALANCE (e.g., *"This is a literary equivalent of that* ***catlike figure on the narrow pavement, keeping perfect balance****. The critic comes to see the artist. […] The critic leaves,* ***and the artist goes back to his work****…" (Barnes, 2015/2017: 54)*). To give one more example of new cognitive structures being construed while some parts of a self-reflexive schema of ekphrasis are actualised, Berger's essay about Frida Kahlo's painting *(Berger, 2015: 335–340)* can be scrutinised. In this essay, the cognitive structures DOUBLE SENSITIVITY *(*e.g., *"If this were to happen there would be a* ***double sensitivity****…" (Berger, 2015: 336)*) and MEMORY OF THE SKIN (e.g., *"… things which were already memories before they were painted* ***memories of the skin****." (Berger, 2015: 339)*) are created while the concepts HOPE (e.g., *"With her small brushes, fine as eyelashes, and with her meticulous strokes, every image she made, as soon as she fully became the painter Frida Kahlo,* ***aspired*** *to the sensibility of her own skin." (Berger, 2015: 336)*) and CHOICE (e.g., *"For her vision to remain intact,* ***she needed to paint on a surface as smooth as skin****." (Berger, 2015: 336)*) that constitute the self-reflexive schema of ekphrasis construed by Berger (see Part 2 of this paper) are actualised.

On the other hand, partial instantiations of self-reflexive schemata of ekphrasis contribute to the uniqueness of each essay since various essays by the same author have different components of the self-reflexive schema actualised.

4. Peculiarities of linguistic representation of self-reflexive schemata of ekphrasis

As it has been noted above (see Part 2 of this paper), rather than employ the term *ekphrasis*, the authors of the analysed collections of essays use descriptive linguistic expressions that verbalise the cognitive structure VERBAL REPRESENTATION OF VISUAL ART (e.g., *"Above all, he [Peter Fuller, the founder of the magazine* Modern Painters*] wished to make* ***art writing*** *both readable and enjoyable." (Wright, 2001: 7)*). This regularity can be attributed to the communicative objective of the authors of the essays who hoped to reach a wide circle of readers and thus avoided using the term *ekphrasis* which is not widely used by common public.

The component VERBAL REPRESENTATION of the cognitive structure VERBAL REPRESENTATION OF VISUAL ART can be actualised as a PROCESS (e.g., ***writing*** *about art (Barnes, 2015/2017)*, ***Writing*** *about painting (Byatt, 2001)*, ***to write*** *– about art (Berger, 2015)*, ***write*** *about art (Hustvedt, 2005/ 2006)*, ***discussion*** *of painting (Bryson, 1990/2018)*) and as a RESULT (e.g., *art* ***writing*** *(Wright, 2001)*, ***book*** *on still life painting (Bryson, 1990/2018)*, ***interpretation*** *of still life* у контексті з *catalogues and monographs (Bryson, 1990/ 2018)*, ***book*** *on Abstract Expressionism (Hughes, 1987/1992)*, ***claims*** *made for any artist (Hughes, 1987/1992)*, ***discourses*** *on how Newman's vertical zip was Adam (Hughes, 1987/1992)*) depending on the aspect of ekphrasis which is highlighted by the author.

The component VISUAL ART of the cognitive structure VERBAL REPRESENTATION OF VISUAL ART can be represented by the range categories which vary in their level of generalisation from high (abstract categories) to low (concrete categories). As a result, the cognitive component VISUAL ART is represented by the category VISUAL ART which is characterised by the high level of generalisation (e.g., *writing about* ***art*** *(Barnes, 2015/2017)*, *to write – about* ***art*** *(Berger, 2015)*, *write about* ***art*** *(Hustvedt, 2005/2006)*), the category PAINTING which is more concrete than the category VISUAL ART (e.g., *Writing about* ***painting*** *(Byatt, 2001)*, *discussion of* ***painting*** *(Bryson, 1990/2018)*), still more concrete categories STILL LIFE PAINTING (e.g., *book on* ***still life painting*** *(Bryson, 1990/2018)*, *interpretation of* ***still life*** *(Bryson, 1990/2018)*) and ABSTRACT EXPRESSIONISM (e.g., *book on* ***Abstract Expressionism*** *(Hughes, 1987/1992)*) and even more concrete cognitive structures that represent the knowledge about pictures of several particular painters (e.g., *claims made for* any *artist that Harold Rosenberg or Thomas Hess made for figures such as* ***Barnett Newman and Willem de Kooning*** *(Hughes, 1987/1992)*) or one particular painter (e.g., *discourses on how* ***Newman's vertical zip was Adam, or the primal act of division of light from darkness, or the figure of the unnameable Yahweh himself*** *(Hughes, 1987/1992)*).

5. Conclusions

This research on self-reflexive schemata of ekphrasis in collections of essays about painting as visual art written by modern authors in English the has provided new insights into the cognitive and linguistic aspects of the phenomenon of ekphrasis through the study of the self-reflexive ekphrastic contexts, i.e. the contexts devoted by an author to the discussion of the very nature of ekphrasis as it is used in their essays about visual art. The study has revealed several tendencies in the construing of self-reflexive schemata of ekphrasis in collections of essays about painting: self-reflexive schemata of ekphrasis in different texts may be more or less self-reflexive depending on the genre dominant of the texts (research writing – journalism writing – fiction); the construing of the self-reflexive schemata of ekphrasis is grounded in the basic cognitive processes of human thought, in particular, conceptual metaphor is consistently employed; self-reflexive schemata of ekphrasis rely heavily upon the knowledge about visual art which has been subjected to reflexion; self-reflexive schemata of ekphrasis by different authors contain specific concepts which are employed in the essays as the means of ekphrasis. Besides, two types of instantiation of self-reflexive schemata of ekphrasis in collections of essays about painting have been identified: complete and partial. The partial instantiation provides the solid cognitive foundation for the construing of new cognitive structures in the essays and contributes to the uniqueness of each essay. Within the verbalisation of the cognitive structure VERBAL REPRESENTATION OF VISUAL ART its component VERBAL REPRESENTATION can be actualised as a PROCESS and as a RESULT. The component VISUAL ART can be represented by the range of categories that belong to different levels of generalisation from high (more abstract categories) to low (more concrete categories).

Overall, the construing and instantiation of self-reflexive schemata of ekphrasis in collections of essays about painting written by modern authors demonstrates the dymanics between generalisation and specification as the two leading cognitive processes the humans rely upon in their cognition of the world and interaction with it.

While this paper has exposed some important cognitive and linguistic aspects of self-reflexive schemata of ekphrasis in collections of essays about painting, a further research is needed to provide a deeper look into the functional aspect of such self-reflexive schemata of ekphrasis.

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AVERAGE WORD LENGTH AND TEXT REDUNDANCY VARIABILITY: FRENCH TEXTS CASE STUDY

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Summary

The redundancy and average word length correlation in French texts have been researched. This correlation has been evaluated on the basis of analysis of entropy, redundancy and average word length for literary, scientific, and publicistic texts. It has been revealed that the variability of text redundancy correlates well with the variability of average word length, if calculating the average word length of an individual text we exclude the length of words belonging to the exponential tail of entropy curve. In this regard it is proposed to distinguish between two average word lengths of text: the average length of a word belonging to the exponentially decaying tail of entropy and the average length of a word not belonging to the exponential tail of entropy.

Keywords: text entropy, text redundancy, word length, information capacity, quantitative linguistics

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1. Introduction

Natural language is a complex system with a hierarchical structure, number of set rules and internal connections. To solve the present day problems of linguistics, in particular, quantitative ones, it appears to be important the study of regularities reflecting the inner properties or structure of a natural language.

In great number of linguistic researches *(Zipf, 1949; Miller et al., 1958; Mikros et al., 2005; Köhler, 2005; Strauss et al., 2007; Popescu et al., 2013 and others)* the word frequency, its length (or their correlation: Zipf's law) have been investigated and some regularities of words distribution in the texts of different functional styles, genres and various language case study revealed. In these researches it has been proved that text symbols distribution in terms of frequency is stated to be a stable characteristic neither that of the author nor the subject area of a text, but of a language.

Redundancy and word length (or the correlation of frequency and word length) as separate objects of research have been under analysis in many scientific works *(Shannon, 1948; Zipf, 1949; Miller, 1958; Newmann, 1960; Arapov, 1988; Grzybek et al., 2005; Guerrero, 2005; Köhler, 2005; Strauss et al., 2007; Grudeva, 2010; Kalimeri et al., 2012; Kalimeri et al., 2015; Alontseva, Ermoshin, 2019)*. However, the relation between these characteristics hasn't been studied enough yet.

The present paper intends to investigate the average word length and text redundancy correlation regularities based on French case study.

We suggest the average word length of a text consists of two lengths and in assessing entropy and text redundancy it is important to take account of not one average word length, but two. To test this hypothesis, we have studied the variability of average word length and redundancy versus maximum entropy of text, which in information theory is understood as information capacity of a message.

It should be noted that the researchers M. Kalimeri et al. *(Kalimeri et al., 2012)* comparing texts of different genres and in different languages, also differentiate words related and not related to the exponential tail of n-grams (words) relative frequency, taking into account their size (number of letters in a word). We will refer to this work in details while discussing the results of our research.

To study the regularities in frequency and word length distribution, many researchers refer to methods of information theory, which primarily was created to solve diverse practical tasks, in particular to calculate the system effectiveness for rendering information and increase the amount of information. Herewith, researchers made their attempts to apply math theory of information to literary, scientific and publicistic texts.

In present work informational entropy, redundancy and word length regarded as basic notions in information theory are also considered to be text characteristics.

Using linguistic redundancy C. Shannon measured the volume of information contained in different messages. Redundancy has many interpretations and in information theory is considered as the excessive information (in other words repeated or unnecessary information), defined as percentage content of excessive information in the texts of a given language. Shannon defined redundancy as the difference between the entropy of the messages actually transmitted and the maximum entropy that the channel could transmit. The simplest cause of this difference is probability distribution of message elements (e.g. letters, words, etc.).

Redundancy means that information may be discarded from the text without the harm to its meaning and easily restored as it is determined by the structure of the language itself. In connection with this fact redundancy can't be considered as the phenomenon of language imperfection or incompleteness of a message structure. Any text can have redundancy in any natural language and depending upon the type of a message the degree of redundancy can vary as well. Redundancy is in existence on all levels of a language *(Dubois et al., 1970; Martinet, 1991; Gillette, Wit, 1999; Grudeva, 2008)*, beginning with letters, and words up to a text and can be used as a measure of knowledge of a language and its culture by a person *(Raatz, Klein-Braley, 1981)*. Namely language redundancy assists to text easily recreation, even if it's not complete or contains a great number of errors. In this connection a lot of researchers consider language redundancy to be one of the factors increasing the reliability of received information. It is worth noting that despite numerous definitions of redundancy, linguistic redundancy is mainly defined from the point of view of information communication.

The correlation of redundancy and average word length is important to consider when transmitting information over communication channels for which messages are a coherence of letters that form words and phrases having a certain meaning. In this regard, we define the word size as a number of letters. It is also important to mention that in this case the message source is completely subordinated to the statistical structure of a language conveying the message. By statistical structure we understand the relation between such text characteristics as average word length, the probabilities of one-, two-, three- and multi-letter combinations and others which specify the structure of a language.

2. Materials and Methods

French texts of different functional styles have been used as a source of materials for our research analysis: literary *(Clavel, 1974; Gavalda, 2013)*, publicistic *(Fulda, 2017; Laine, Feldman, 2018)* and scientific *(Barthes, 1972; Derrida, 1996)*. Entropy, redundancy and average word length of these texts have been studied when changing word size (measured as number of letters per word).

As many scientists do *(Baker, 1951; Miller, 1958; Kalimeri et al., 2012 among others)* we use the letters of an alphabet as a basic element for measuring word length. To estimate word frequency in text we have used the absolute frequency although some researchers as is, for instance, M.V. Arapov *(Arapov, 1988)*, use a word rank.

We analyzed the texts based on the entropy of Claude Shannon *H(p) (Shannon, 1951)*. It is a statistical parameter that measures the average amount of information per one letter of a language text:

$$H(p) = -\sum_{i=1}^{N} p_i \log_2(p_i)\,, \tag{1}$$

where p_i is the probability of appearance of the *i*-th word, that is the relative frequency defined as:

$$p_i = \frac{n_i}{M}\,, \tag{2}$$

here n_i is the absolute frequency of appearance of the *i*-th; *M* is the total number of words in a text.

Meanwhile, informational entropy is defined as a measure of uncertainty or unpredictability of information content. In equation (1), *H(p)* is measured in bits per letter.

The average word length Lm is defined as:

$$L_m = \sum_{i=1}^{N} L_{mi} = \sum_{i=1}^{N} p_i l_i \tag{3}$$

where l_i is the length of *i*-th word (the number of letters in the word) and p_i is its relative probability determined by the formula (2).

Redundancy is determined using classic formula, which C. Shannon called "redundancy of a language" *(Shannon, 1948)*:

$$R = 1 - \frac{H}{H_0}\,, \tag{4}$$

In equation (4) *H* refers to entropy determined by formula (1), whereas H_0 indicates maximum entropy (information capacity of the message) and is defined as $H_0 = log_2(N)$.

To ensure the reliability of research findings, all punctuation marks and bibliographical references have been removed from the texts. Besides, we consider apostrophes as letters. We transformed hyphenated text occurrence such as "*finit-elle*" into separate words "*finit*" and "*elle*".

The text processing technique includes sequential stages, the first three of which are presented in table 1, using the example of literary text "Pirates du Rhône" *(Clavel, 1974)*. To change the average word length, we successively removed from the text the words beginning with the shortest one (i.e., one-letter words), then two-, three-, four-letter words, etc. In the interests of concision we give in this paper only the steps for removing one-letter (columns 4, 5, 6) and two-letter words (columns 7, 8, 9).

Thus, we first estimated H_0, H and L_m for the primary series (columns 1-3 in Table 1). At the next stage first row (i.e. all one-letter words) was removed and for the new series (columns 4–6 in Table 1) H_0, H and L_m were calculated again. Then next length words, i.e. two-letter words, were removed and the same calculations for H_0, *H and* L_m (columns 7–9) were made. After that three-letter words got the same method and so on.

The lengths of words after each stage are as follows: $L_{17} = \sum_{i=1}^{17} p_i l_i$, $L_{16} = \sum_{i=2}^{17} p_i l_i$, $L_{15} = \sum_{i=3}^{17} p_i l_i$, ..., $L_5 = \sum_{i=13}^{17} p_i l_i$. The word removal process is completed before the exponential tail

Table 1

Statistical characteristics and some text processing stages on the sample of a literary text "Pirates du Rhône" *(Clavel, 1974)*

Word length (number of letters)	**Entropy, H_i**	**Average word length, L_{mi}**	**Word length (number of letters)**	**Entropy, H_i**	**Average word length, L_{mi}**	**Word length (number of letters)**	**Entropy, H_i**	**Average word length, L_{mi}**
1	2	3	4	5	6	7	8	9
1	0.187389	0.040512	-	-	-	-	-	-
2	0.497877	0.492527	2	0.497877	0.492527	-	-	-
3	0.406407	0.440522	3	0.406407	0.440522	3	0.406407	0.440522
4	0.438934	0.695853	4	0.438934	0.695853	4	0.438934	0.695853
5	0.351783	0.554310	5	0.351783	0.554310	5	0.351783	0.554310
6	0.347780	0.651414	6	0.347780	0.651414	6	0.347780	0.651414
7	0.297525	0.579351	7	0.297525	0.579351	7	0.297525	0.579351
8	0.191553	0.334642	8	0.191553	0.334642	8	0.191553	0.334642
9	0.136352	0.232715	9	0.136352	0.232715	9	0.136352	0.232715
10	0.082690	0.132581	10	0.082690	0.132581	10	0.082690	0.132581
11	0.038432	0.055378	11	0.038432	0.055378	11	0.038432	0.055378
12	0.022770	0.031946	12	0.022770	0.031946	12	0.022770	0.031946
13	0.009301	0.011992	13	0.009301	0.011992	13	0.009301	0.011992
14	0.004984	0.006273	14	0.004984	0.006273	14	0.004984	0.006273
15	0.001996	0.002372	15	0.001996	0.002372	15	0.001996	0.002372
16	0.000400	0.000421	16	0.000400	0.000421	16	0.000400	0.000421
17	0.000400	0.000448	17	0.000400	0.000448	17	0.000400	0.000448
$H_0 = 4.087463$	$H = \sum_{i=1}^{17} H_i = 3.016583$	$L_m = \sum_{i=1}^{17} L_{mi} = 4.263265$	$H_0 = 4.000000$	$H = \sum_{i=2}^{17} H_i = 2.888987$	$L_m = \sum_{i=2}^{17} L_{mi} = 4.401049$	$H_0 = 3.906891$	$H = \sum_{i=3}^{17} H_i = 2.888987$	$L_m = \sum_{i=3}^{17} L_{mi} = 4.401049$

of the entropy (or relative frequency), in this case, before $L_5 = \sum_{i=13}^{17} p_i l_i$. As seen from table 1 with deleting of words different in length, i.e. words with different amount of letters change both average length and text entropy. This correlation is well illustrated on Figure 1, characterizing the relative frequency (Figure 1*a*) and entropy (Figure 1*b*) distribution for different N. For $N = 17$ the curves of relative frequency and entropy characterize the original text (unchanged), $N = 16$ – the text without one-letter words, $N = 15$ – the text without two-letter words, $N = 14$ illustrate a text without three-letter words, etc.

From Figure 1 it can be seen that the change of the relative frequency transforms the slope of the curve (i.e. decay rate) and the text entropy, despite the fact that their distribution character remains unchanged. This also changes the average word length. Moreover, after the consecutive removal of words, the average length calculation was performed for points that are not placed on the exponential tail of the entropy curve. In Figure 1 these are the points which abscissas are equal to: 14, 15, 16, 17. These points stand out well on the entropy curve.

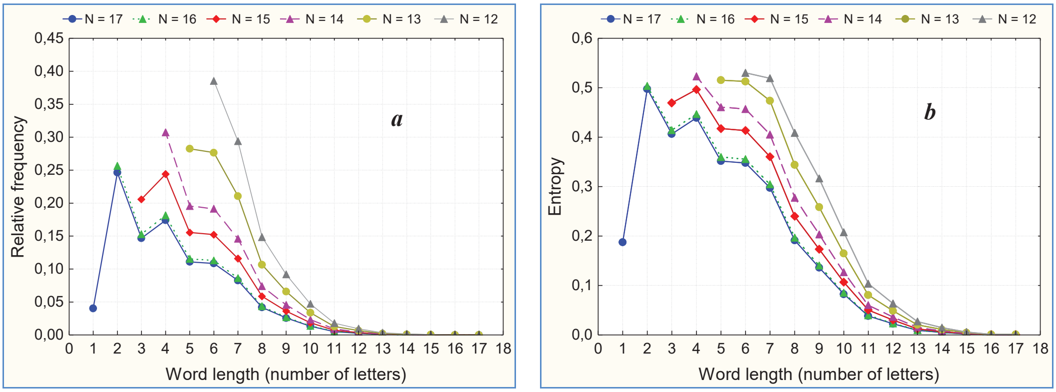

Figure 1. Relative frequency (a) and entropy (b) distribution versus word length for different values of N *(for literary text "Pirates du Rhône", B. Clavel, 1974)*

The researches done by M. Kalimeri and others *(Kalimeri et al., 2012)* state the text entropy in different languages and functional styles differs if only account 5–10-letter words. These differences are not observed on more than 10-letter words (i.e. related to the exponential decay of the relative frequency). In fact, these authors' studies have also resulted in distinguishing between the word lengths related and not related to the exponential tail of the relative frequency (or entropy).

3. Results and Discussion

The idea of differentiating text words to the two types related and not related to the exponential tail of entropy brought to the necessity the study of redundancy R and average word length L_m variability depending on the maximum entropy H_0. The choice of H_0 as a parameter referring to which there are the changes of R and L_m are explained by the fact that in such a way all words have equiprobable distribution. The results of our research are shown in Figure 2 and Figure 3, which reflect variation of redundancy R and L_m depending on H_0.

Variability of R and L_m has been studied taking into account (Figure 2) and not taking into account (Figure 3) the average word length relating to the exponential decay of entropy. On the figures R and L_m are presented in normalized relative units.

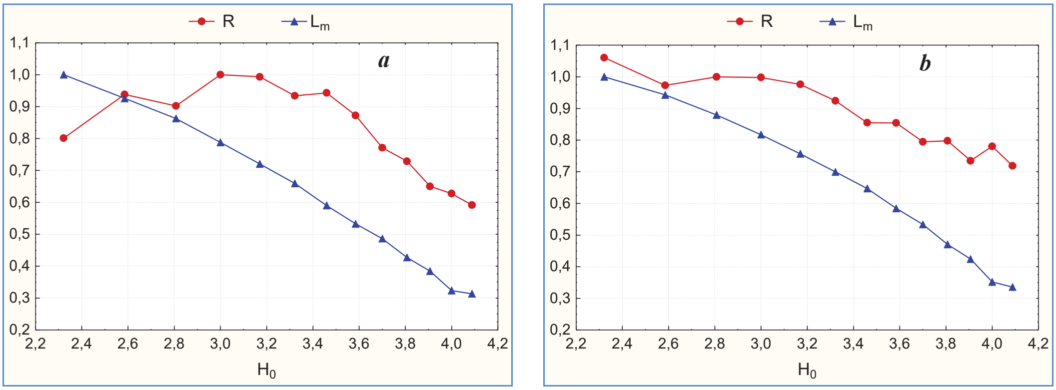

Figure 2. Redundancy *R* and average word length L_m variation versus H_0, for different texts: a) literary *(Clavel, 1974)*; **b) scientific** *(Derrida, 1996)*

Figure 2 demonstrates the dependences $R(H_0)$ and $L_m(H_0)$ taking account all average word lengths including words related to the exponential tail of entropy. These dependences are presented for literary (Figure 2*a*) and scientific (Figure 2*b*) texts. Figure 2 shows that in this case the dependences $R(H_0)$ and $L_m(H_0)$ demonstrate a different character of average word length and text redundancy distribution.

The dependences $R(H_0)$ and $L_m(H_0)$ for the case without taking into account average word lengths related to the exponential tail of entropy are presented in Figure 3. On this figure $R(H_0)$ and $L_m(H_0)$ have almost the same non-monotonous character and maximums. Herewith, the rise and the fall of the average length and redundancy occur in approximately the same part of H_0.

Besides arranging the texts of different functional styles in the sequence: 1) literary (Figure 3*a*, 3*b*); 2) scientific (Figure 3*c*, 3*d*); 3) publicistic (Figure 3*e*, 3*f*) reveals the fact that the maximums of the curves for R and L_m shift towards larger values of H_0. That is clearly expressed for redundancy.

Thus, comparison of Figure 2 and Figure 3 shows that the dependences $R(H_0)$ and $L_m(H_0)$ demonstrate the same character excluding words related to the entropy exponential tail from the calculation of average word length. Thereat, it seems appropriate to distinguish between two average word lengths of the text: the average word length related and not related to the exponential tail of entropy.

4. Conclusions and Suggestions

In the present article the relation of redundancy and average word length in literary, scientific and publicistic French texts has been studied. Variability of the text redundancy R correlates well with the variability of the average word length L_m of a individual text, if not taking into account the word lengths related to the exponential tail of entropy. Moreover, the dependences of redundancy and average length on the maximum entropy have almost the same

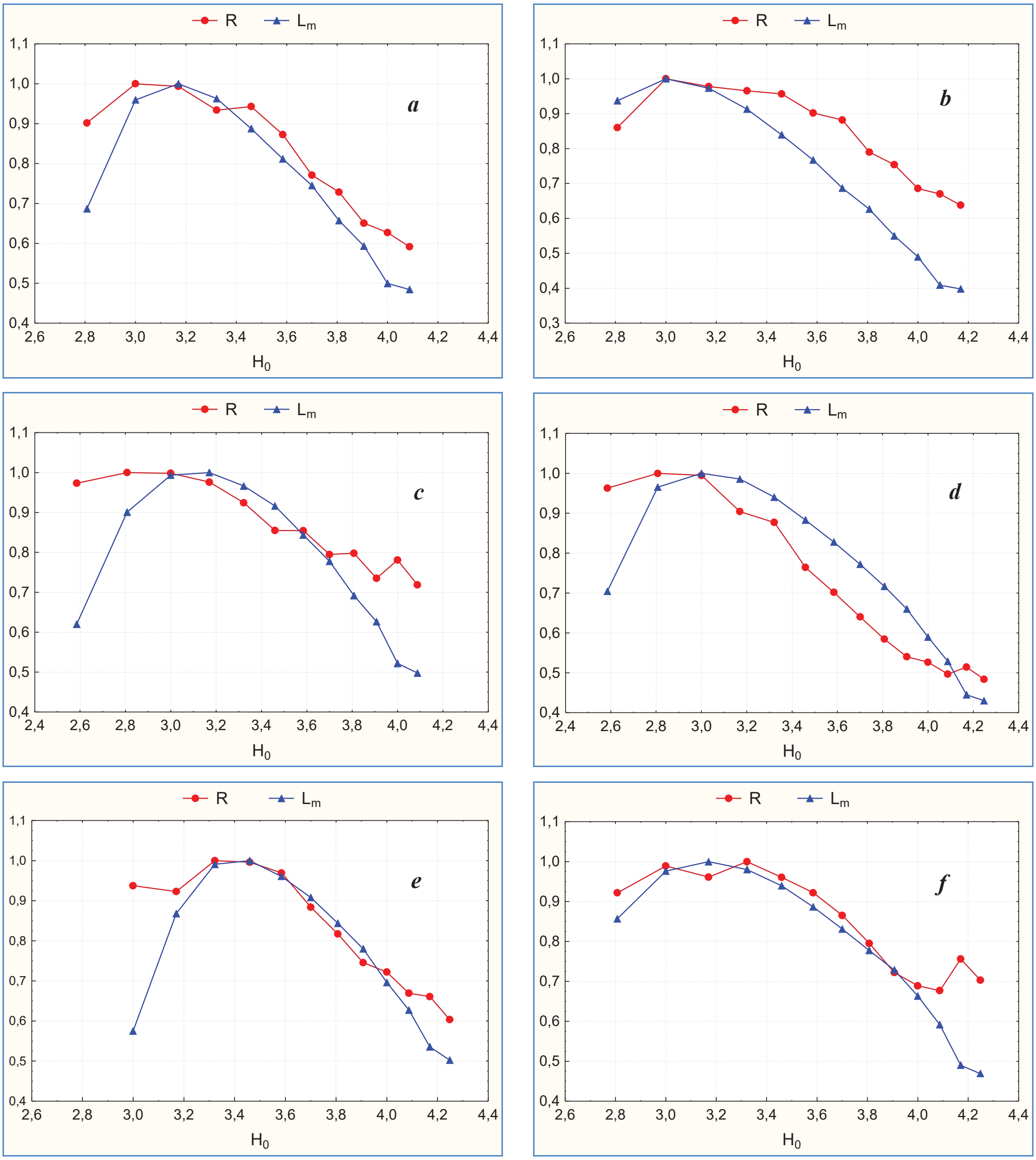

Figure 3. Texts redundancy R and average word length L_m variation without considering words related to the entropy exponential tail in dependence of the H_0: *a, b* – literary; *c, d* – scientific; *e, f* – publicistic

non-monotonous character and maximums. On this occasion it is preferable to distinguish average word lengths related and not related to the exponential tail of entropy.

Taking into account the identified patterns can be useful when assessing the text redundancy, transferring information (text) over the communication channel, as well as modeling of informational entropy.

In our opinion the coincidence of redundancy and average word length variability character makes possible to determine the range of word lengths (words consisting of letters of different numbers) that can be removed from the message (text) with the minimum damage to the meaning of the original text. Verification of this hypothesis comprises the prospect of further researches.

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GENRE PECULIARITIES AND THE SYSTEM OF CHARACTERS IN THE PLAY A MIDSUMMER NIGHT'S DREAM BY W. SHAKESPEARE

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Summary

The article is focused on genre peculiarities of a comedy A Midsummer Night's Dream by W. Shakespeare and its essential features within the genre of the drama. It is defined that an important aspect of combining such factors as characters and structure, themes and motifs of the play under the analysis makes the plot interesting and catching. Due to some innovative approach the author, on the one hand, tries to separate themes from motifs but at the same time shows how they are entwined and merge when the structure needs it. The author assumes that the major themes of the play are: love and marriage, fantasy and reality, order and disorder. It is also proved that a comedy A Midsummer Night's Dream offers intrepid contrasts, diverse plot components, climatic atmosphere and colourful characters.

Keywords: genre peculiarities, comedy, characters, structure of the play, themes and motifs.

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Introduction

A Midsummer Night's Dream is an example of Shakespearean comedy which deals with several sets of lovers who must go through obstacles and misunderstandings before they are finally united in marriage. The play's central couples, Hermia and Lysander and Helena and Demetrius, begin the play facing two classic obstacles of Shakespearean comedy: parental disapproval and misdirected love. Hermia's father forbids her to marry Lysander, insisting that she marry Demetrius instead. According to Athenian law, Hermia faces death or exile if she disobeys her father. Meanwhile, Helena loves Demetrius, but his love is currently directed at Hermia. These initial obstacles become confused and compounded when the couples enter the forest. The fairy Puck's mistaken enchantments result first in Lysander loving Helena, and finally the play ends as all Shakespearean comedies do: with a wedding.

Like other Shakespearian comedies, *A Midsummer Night's Dream* focuses on the characters' situations rather than their emotions *(Babelyuk, 2017; Edwards, 2001)*. For example, in the play's first scene, being in despair because they are forbidden to be together, Hermia and Lysander focus not on their feelings, but on a solution: make a secret plan to escape. Later, the fairy king Oberon witnesses Helena pledging her devotion to Demetrius and immediately decides to intervene when Demetrius harshly rejects her. Both the lovers' decision to go into the forest and the fairies' decision to intercede in the lovers' lives create a difficult situation that confuses and troubles the lovers. Confident in the idea that the magical mistakes will finally be corrected and that order will be restored, the reader enjoys watching the drama unfold.

In a nutshell the comedy under analysis combines unique worlds which are not usually merged together, some obvious and sharp contrasts. That's why some scholars believe that if it had not been for the hands and writing skills of Shakespeare the play might have been destroyed by the lack of balance. The playwright nonetheless knew well how to compile antagonistic constituents, such as: the characters of Bottom and Puck within one play, the rough realism arising from plain artisans and the subtle gracefulness of the fairy realm, or the artistic and sharp wordplay of the Athenians and the noble behaviour of Theseus and Hyppolita.

As it is seen the contrasts in the play appear at various genre levels and in different themes and motifs. What is significant here is the fact that Shakespeare knew that there must be a reconciliation and fusion of the contradictory and ambiguous elements of the play in order to remain within the frames of the drama. Therefore, the comedy *A Midsummer Night's Dream* offers intrepid contrasts, diverse plot components, climatic atmosphere and colourful characters. On the other hand, it shows that creative imagination is able to unite such contradictory factors.

Following the line of putting together various contrastive aspects, we would like to pursue this pattern and conduct the research similar in tone. Usually the investigation of William Shakespeare is either strictly linguistic or purely literary.

The aim of the present study is to combine, contrast and draw conclusions resulting from the stylistic analysis merging from both linguistic and genre aspects of the comedy *A Midsummer Night's Dream.* Such an approach seems to be innovative enough to be worth trying. The objective of the research is to focus on presenting the play, as an example of a comedy originating from the Elizabethan epoch and showing how it integrates itself with standard features and how much it differs from them. The intention is also to confirm that only a balanced combination of linguistic and literary analysis can give the most vivid and complete picture of the play due to the absolute and accurate comprehension of the text.

Characters and drama structure in the play *A Midsummer Night's Dream*

The play *A Midsummer Night's Dream* is unique in many ways as its structure comprises diverse levels of subplots and characters.

When it comes to the analysis of the connection between characters and the structure of the play one can agree that it is mostly based on the contrast rather than similarity. William Shakespeare very often "moves from one social group to another", as pointed by D. Crystal *(Crystal, 2008)*. The author presents a gradation within society, from the Duke to ordinary people. The play may be, therefore perceived as a wide picture of the society. Shakespeare uses this structural issue to comment the society from both, the philosophical and social angle. This is how the author attributes harmony, order or balance to the way society works. However, he also proves that the high society levels do not necessarily embody perfection as a social group.

There are some inevitable connections between various characters originating from different social backgrounds *(Babelyuk, 2018; Edwards, 2001)*. By introducing the character of Bottom, Shakespeare brought into the play a farcical and ridiculous dimension, which led to the Duke and his lover. The association that can be seen between Bottom and the Duke arises from the fact that the play itself was created to pay honour to the Duke and his wife-to-be. D. Spencer writes about the structure of the play that "the unity of place that was so important in Aristotle works triggered one sequence of events, which were focused and centred around one main character" *(Spencer, 2019)*.

In Shakespeare's plays the structure is definitely not that simple. However, as D. Spencer adds, Shakespeare's plays are somehow unified, as "[t]hey have a central theme that may be illustrated by parallel situations among different characters in different families or social classes" *(Spencer, 2019)*. It means that William Shakespeare was a genius in finding ways to see the theme from various angles and being able to combine several plots in one integrated complex structure. One of the examples presenting the major and focal point is when Lysander utters his famous words about true love while consoling Hermia in Act 1, Scene 1:

"The course of true love never did run smooth"

(*A Midsummer Night's Dream*, Act 1, Scene 1)

To our mind, the words of Lysander define the major theme of the play, which brings in no less than three groups of characters: the Duke and his companions, young lovers, born in high social classes and servants, originating from lower social classes. Besides, here there is one more group of fictional characters, which can be defined as the fairies.

All four sets of characters are involved in similar incidents and encounter analogous experiences, like love at first sight, envy, love triangles, competition, or erroneous identity. Each and every one of the occurrences mentioned above are introduced to prove Lysander words true that the feeling of love is complex. The examples of such involvedness, which is a characteristic feature of the Shakespearean comedy, can be found in many situations and characters:

(1) **the story of Theseus and Hippolyta**, whose tale is surrounded by the Duke and his associates;

(2) **the story of young lovers**, born in high social circles – Hermia and Lysander as well as Helena and Demetrius symbolize love at first sight;

(3) **the story of Oberon and Titania**, who are the representatives of the fairy realm and the royalty indicate envy and stubbornness in marriage;

(4) **the story of Bottom and Titania** embody a relationship between a fairy and the lower class born mortal, who suffer from an enchantment cast on them;

(5) **the story of Pyramus and Thisbe**, the nobles, who die because love went wrong.

Though the play combines five different stories the whole plot is nicely and skilfully intertwined, so that no story is diminished in its importance. However, apart from true love, discussed above, another obstacle should be mentioned: the love of parents. This is the tale of Hermia, whose father disagrees with her choice of a husband and proposes his own candidate. The disobedience with the father means severe punishment. It all ends with the escape to the forest, where the reader learns about the fairies and their realm.

By the way, the world of fairies also becomes as a multipurpose tool in Shakespeare's hands to instigate a disruption within the social circle and the tone of the play. It happens as the fairies resettle the reader and the characters to some extent, too, into the midst of the fantasy realm. The fairies and their world are responsible for igniting the bewilderment and mysticism in the forest scenes, the resolution in a magical form of the conflicts between characters, the love story among themselves as well as the blessings of the peace finally reached.

It's worth to underline, that every tale included into the play is somehow connected to the realm of the fairies and the magic they perform. D. Spencer affirms that "Shakespeare's strategy is to alternate pieces from each story, emphasizing the connections. His plays are easier to study if you comprehend each story separately, then reshuffle them to study their dependence on each other" *(Spencer, 2019)*. However, as the author amends, "[j]ust because the plot is confused doesn't mean that Shakespeare was either confused or incompetent. On the contrary, he used confusion in the plot to illustrate the confusion in the minds of the characters. People in love, says Shakespeare, behave most irrationally […]" *(Spencer, 2019)*.

The conclusion of the complexity of the plot can be seen analogically to the involvedness of the feeling of true love *(Edwards, 2001)*. Both, the plot of the play and the feeling of love can be characterized identically as foolish, unpredictable, perplexed, irrational and magic. A good quote to support the above declaration could be the words of Puck in Act 3, Scene 2:

"Lord, what fools these mortals be!"

(*A Midsummer Night's Dream*, Act 3, Scene 2)

The structure of the play is, therefore tightly connected with the plot itself. The places where the events took place are symbolic, for example the separation between the city and the woods, which in the end serves as the shelter for the characters.

By the way, the forest has been a magical place in many myths and plays and its function was to bring Elizabethan balance to the happenings. In Poetics the forest, in general, is a strong symbolic place. It refers to the roots, a return to nature, something very plain, unrefined and even primitive. On the one hand, the forest gives the feeling of freedom and independence and that is definitely an opposition to the strictness of the social laws present in the cities. It can be, therefore perceived as a place of rebirth, rethought and renewal. On the other hand, the forest may be a dangerous place, where the darkness and wilderness can flabbergast anyone. Many see the forest as a labyrinth, a maze, where anyone can lose themselves not only physically but also mentally and that is what nearly happened to Titania. Nevertheless, the same forest stands also as a place enabling to return to the state of happiness, order and harmony. It is the forest that makes the necessary passage to achieve peace and solution to all troubles.

The return to order, happiness and harmony must come at the end of the play, as it is a compulsory genre element of the comedy *(Edwards, 2001)*. Furthermore, the structure of the play combined with its tone can be compared to a dance of the characters, in which they change partners and positions three times: the first position is the love of Hermia directed towards Lysander; the second position is the rejection of Hermia by Lysander and the fight for Helena by both Lysander and Demetrius; the third position is the characters return to harmony.

In addition to the above mentioned genre peculiarities of the play, a word should be said about the language used, as it refers to the structure of the play, as well. William Shakespeare used both prose and verse in his writings and the comedy *A Midsummer Night's Dream* is not an exception. The division between the language of the prose and verse, as mentioned by D. J. Snider *(Snider, 2009)*, differentiate between social classes: the Athenian nobility members and the fairies speak in prose, whereas the Mechanicals and the rural folk use verse.

The structure of William Shakespeare's plays is tightly connected with the plot, the characters and the symbolism of various social aspects *(Womack, 2006)*. Most characters get involved in the tale with different intensity and they usually manage to resolve their problems, more often than not with the help of the magic world. As we have seen from the analysis above, the structure, the style and the tone are extremely vital for the play, as they allow the reader or spectator to feel the reality of the drama and to see its genre nature.

Key themes in the play *A Midsummer Night's Dream* by William Shakespeare

Among the variety of themes presented in the play under analysis scholars, readers, viewers usually mention love, marriage, order and disorder, illusion and reality *(Womack, 2006)*, to name just a few. The themes listed above will be given a thorough analysis in the following section.

Love and marriage seem to be very important themes in William Shakespeare's play *A Midsummer Night's Dream*. In Act 1 the reader finds a famous quotation already mentioned in this article: *"The course of true love never did run smooth,"* which presents, to our minds, the issue of the difficulty of love. The play is far from being a romantic tale about love, which ends happily. Shakespeare used the theme of love to present its complexity *(Snider, 2009)*. He tries to distant the reader or the viewer from various emotions in order to allow them have fun from seeing the characters' anguish and distress. As the play *A Midsummer Night's Dream* is a comedy, the audience and the reader are clearly sure, that in the end everything will end up well. Therefore, they can enjoy the play without being involved in the tension caused by the events and circumstances the characters find themselves in. As S. Locklear affirms, the theme of love is very often realized by the imbalance of it *(Locklear, 2019)*, for example when pure and true love is interfered with inequality and mischief.

The asymmetry of the relationship can be seen between two couples – Hermia and Lysander and Helena and Demetrius. The tale goes not so smoothly as Hermia loves Lysander, Lysander loves Hermia and so does Demetrius. In the end one woman has too many admirers and the other one too few. The imbalance of love can also be seen among other characters, for example Titania and Oberon, who argue over the Indian foundling. Oberon believes that Titania loves the boy more than him. Later another imbalance arises when Titania, by a mischievous spell, shows her affection towards the ass-headed Bottom. The last example offers the difference between the attractiveness and elegance of Titania and awkwardness and grotesque of Bottom, as D. Locklear mentions *(Locklear, 2019)*.

The issue of ***marriage*** is also quite complex in the play, though it changes for better in the end. The first aspect of marriage is the parental approval. Here, the story of Hermia, who is madly in love with Lysander, comes forward as an example. The two young lovers are in trouble as Hermia's father does not want his daughter to marry her lover but to wed a noble man, Demetrius. But the play ends well, as it is the comedy's genre characteristic feature, with weddings. Three couples get married: Hermia weds her beloved Lysander, Demetrius, whose magic spell was left upon him by the Fairy Queen, weds of Helena and Demetrius and Theseus and Hyppolita.

Two other of the major themes in William Shakespeare's *A Midsummer Night's Dream* are unquestionably ***order and disorder***. The said themes can be found in almost every relationship that is presented in the plot. Shakespeare decided to show the order and disorder in the relationships of his characters, not matter what social status they had. For example:

the tale of Hermia and Lysander – a difficult love, as Hermia's father forbids her to marry Lysander and wants her to marry Demetrius, who here symbolises ***the order***. If she disagrees she is bound to either nunnery or death. The two young lovers therefore escape to the forest, breaking the law and that is definitely an example of ***the disorder***. To make matters worse, Lysander is given a love potion, destined to Demetrius, and he falls for Helena, Hermia's friend. The whole situation leads to a series of confusing conclusions, which also trigger the state of ***the disorder***;

the tale of Helena and Demetrius – Helena, having been left by Demetrius, cannot deal with her grief and follows Demetrius to the woods. Helena's words exemplify **the disorder**, as it is unusual for a woman from the Elizabethan era to run after a man, regardless of the great love she may feel for him;

the tale of Titania and Oberon – a difficult love of the queen and king of the fairies, who are already married, unlike other characters of the play. However, ***the disorder*** creeps into their lives making it standing on the rocks. ***The disorder*** is seen in their arguments over various matters, like custody an Indian foundling;

the tale of Titania and Bottom – an example of a true ***disorder***, which is a result of a prank. Puck, who prepares the mischief, arranges that the first person Titania sees after waking up from a sleep would be an ass-headed Bottom.

In the end, the disorders that crawled into the lives of the characters are put into order again. The magic spells are all lifted from the eyes of the victims and they happily return to their previous states. So, Lysander falls back in love with Hermia, Titania and Oberon also reconcile and Demetrius falls in love with Helena. According to the genre comedy laws the play ends with an example of the order at the wedding of three couples, who are blessed by the fairy queen and king.

The next two themes that pay, to our mind, a crucial role in the play *A Midsummer Night's Dream* are **fantasy and reality**. Some scholars, readers and viewers believe that these two form the key themes of the play around which everything centres. All characters of the comedy seem to confuse fantasy world and reality at least at some point, so the two themes and the confusion set among them refer to everyone. It leads to special fiction circumstances where the characters cannot define what is real and what is only their illusion rested upon them by the magic.

By the way, the title of the play *A Midsummer Night's Dream* itself may enlighten the confusion that is to be read or seen in the plot, as 'dreams' are usually unreal, bewildering and obscure. The title, however, also indicates that in the end everything will end up well and that arises from the fact that the comedy was famous at the Elizabethan festival, associated with turmoil and disorder.

It's also worth underlining that Shakespeare separated the places of the plot into Athens, which symbolises the order and reality and the Woods, that stands for illusion, magic and disorder. Furthermore, the illusion and magic are so important that in order to enjoy the story, one should shelve the reality for some time and believe the illusion. The magic and the feeling of love are so powerful that through them the illusion is built. The conclusion is that love, regardless its reality and purity may deprive a man from common sense, therefore they often may have problems with differentiating between illusion and reality. One can come across numerous similar examples among them is the case of Titania, a beautiful Fairy Queen, falling in love with an ugly man, who jokingly has been transformed into an ass-headed Bottom. In reality such love, most probably, would never happen, but once magic comes in, everything seems to be possible.

Magic is used by Shakespeare for many different purposes *(Edwards, 2001; Womack, 2006: 231)*, often contradictory ones. Therefore, it may be implied that magic can be used according to the will and in all sorts of circumstances, such as to begin the story and end it, as well. That magic is responsible not only for making the drama a comedy but also for setting the confusion. So we may sum it up that according to D. Locklear "magic is a convenient tool to bring everyone back around to normal, just as it was a convenient tool to create the comedy and confusion that gives us the plot of the play" *(Locklear, 2019)*.

The metaphors arising from Demetrius's descriptions relate to the whole drama as well as to the theme of fantasy and reality:

"These things seem small and undistinguishable,
Like far-off mountains turnèd into clouds."
(*A Midsummer Night's Dream*, Act 4, Scene 1)

The mountains serve as a rock-hard and unbreakable foundation and correspond to reality, whereas clouds, being made of air symbolize illusion and something unstable, short-lived and deceptive. Elaborating on the clouds, D. Locklear atones that "[w]hen they are far away it is hard to tell what is cloud and what is the snow peaks of the mountain. This is where illusion and reality mix […]" *(Locklear, 2019)*. This is exactly what is happening in the comedy *A Midsummer Night's Dream* in general: the play is only catastrophic at first sight, as the audience or the reader know well that it is nothing more than illusion.

Conclusions and suggestions

The results of the research show that there is a connection between the structure and other aspects of the play such as the plot, places, where the events occur, the diversity of characters and their relationships as well as all potential feelings and emotions. Moreover, various themes and motifs, though quite different and distant from one another, when analysed individually, can smoothly link all aforementioned aspects. This approach is definitely innovative and even though quite courageous it offers a new glance at the structure and the language of the comedy under analysis.

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THE ASPECTS OF THE MYTHOLOGICAL DISCOURSE OF ONE-ACT DRAMAS BY S. CHERKASENKO

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Summary

In modern literature studies much attention is paid to the study of mythopoetics of modernist writers, whose mythologism serves as an artistic technique and as one of the signs of their worldview. The article researches the realization of the eschatological myth in one-act dramas by S. Cherkasenko, reveals the artistic features of the author's eschatological model of the world, in which eschatology provides for the temporary destruction of the established time order to acquire a new time cycle. It was found that in society eschatological hopes are cyclical in nature and are mostly activated at the turn of the century. The article describes the eschatological motifs of one-act dramas by S. Cherkasenko; reveals the reasons of destruction of the universe; analyzes apocalyptic events as a set of values and norms, the violation of which leads to the inevitable end of the kin and the historical epoch in general. The analysis outlines a number of images and motifs which are associated with the binary oppositions "past – present", "light – darkness" and proves the author's use of biblical and national and cultural mythologemas borrowed from the Romantic era. It was studied that in the work solar symbolism is associated with the idea of purification, salvation, hope for a new life, and darkness (night) symbolizes worldly suffering, spiritual darkness, hopelessness.

Keywords: mythopoetics, mythology, mythologema, symbol, eschatology, drama.

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Introduction

In the late XIX and early XX centuries, in the era of development of national consciousness, culture and its sources, writers were actively cultivating mythopoetic thinking. One of the reasons for the orientation of literature to the myth is the writers' attempt to completely comprehend the archetypes of life, to create general models of literary presentation of the relationship between a man and the world. Most outstanding masters of the word of the late XIX and early XX centuries ideologically, aesthetically and emotionally assimilated the sources of mythology and folklore. The artistic presence of mythopoetics within the literary transformation of reality requires its special study, elucidation of the relationship between mythology and literature, the functions of myth in literature. This is the increased interest in the work of Spiridon Cherkasenko, who has not been studied in this aspect. Achieving the goal requires a number of tasks: to explore the author's eschatological model and to reveal the eschatological motifs in the one-act dramas "Povynen", "Zhakh".

Spiridon Cherkasenko (poet, novelist, playwright, critic, public figure) entered the history of Ukrainian drama as the author of about 20 plays. Most researchers note that S. Cherkasenko's favorite literary genre was drama, as evidenced by the quantitative indicator of his dramatic works.

In general, S. Cherkasenko's drama has been studied enough by *(Baraban, 1994)*, *(Demyanivska, 1995)*, *(Veselovska, 1997)*, *(Zhytska, 1999)*, *(Kudryavtsev, 2003)*, *(Malyutina, 1991)*, *(Moroz, 1993)*, *(Oliynyk, 1994)*, *(Sverbilova, 2009)*, *(Khorob, 2000)*, *(Shkola, 2001)* etc.

S. Khorob considers S. Cherkasenko's dramatic works “in a typological context through the prism of European modernist trends” and decodes the Christian symbolism of S. Cherkasenko's dramas for the first time *(Khorob, 1999: 121)*. The scientist notes the national coding of the symbols of S. Cherkasenko's dramas, which “become an artistic expression of acute public and social problems” *(Khorob, 1999: 133)*.

N. Malyutina, T. Sverbilova focused on the issues of genre and style transformations of dramatic works by S. Cherkasenko and sometimes for the first time analyzed a number of dramatic texts by S. Cherkasenko.

G. Veselovska, T. Zhytska studied the significance of S. Cherkasenko's work in the theatrical process of Ukraine in the first third of the XX century. In particular, T. Zhytska highlighted the aesthetic principles of drama and the peculiarities of the stage incarnations of the writer’s plays, the achievements of Cherkasenko as a critic.

The mythological aspect of S. Cherkasenko's artistic comprehension of dramas has been studied selectively: V. Antofiichuk, O. Kohut, O. Kuzma, A. Niamtsu and others. In the article “Evangelical Archetype of Betrayal in the Drama “Tsina Krovi” V. Antofiichuk emphasizes the manifestation of the archetype of betrayal in the drama, which S. Cherkasenko “complicates with numerous national and historical, spiritual and moral motivations, excluding from the content of the drama traditional, evangelical interpretation of Judas' betrayal” *(Antofiichuk, 1996: 52)*. O. Kuzma proved the intertextual richness of the drama “Tsina Krovi” by S. Cherkasenko and proved that the drama is “a kind of a text-“palimpsest”, which clearly distinguishes the biblical intertext” *(Kuzma, 2014: 159)*.

It is worthn mentioning the dissertations of V. Shkola *(Shkola, 2014)*, which traced the evolution of the individual style of the writer, revealed the genre and style features of the writer's drama, and O. Oliynyk *(Oliynyk, 1994)*, who analyzed various aspects of symbolization of artistic action in dramatic works. In particular, V. Shkola considers the mythological level of the dramas “Kazka Staroho Mlyna” (1914) and “Tsvit Paporoti” (1926), noting the combination of fiction with reality, “modern collisions and ancient folk motifs” *(Shkola, 2001:83)*. Arguing that fact, the researcher singled out mythological world plots, images (Judas, Don Juan) and motifs (Prometheanism) in S. Cherkasenko's dramatic art.

In her dissertation, S. Stezhko analyzed the question of the transformation of the steppe mythology in S. Cherkasenko's historical dramas (“Severyn Nalyvaiko”, “Pro Shcho Tyrsa Shelestila”). Let us agree with the researcher that in his dramatic works S. Cherkasenko reproduced the “national and mythological concept of the past as the “golden age”of the Ukrainian nation” *(Stezhko, 2018:151)*.

The eschatological motifs of the sketch “Zhakh”

From 1901 to 1910 S. Cherkasenko taught at the Lidiivka mines (modern Lidiivka mine in Donetsk). During this period the dramatic works “Zhakh”, “Povynen”, “Khurtovyna” (1908) appeared. These works were devoted to the revolutionary events of 1905–1907, which, in our opinion, contributed to the author's use of eschatological motifs. Among the one-act plays the most popular were “Vechirnii Hist”, “Chudo Sviatoho Mykolaia”, “Novi Shliakhy”, “Zhakh”. “The plays were successfully staged in the early 20's not only in folk theater groups, but also in such well-known theaters as the Mykola Sadovsky Theater, the First National Theater of Taras Shevchenko, The I. Franko Theater and others” *(Baraban, 1994: 44)*. In Ukrainian literature of the beginning of the XX century this genre was used by Lesia Ukrainka (“Proshchannia”, “Aisha and Mohammed”), Oleksandr Oles (“Pry Svitli Vatry”, "Misiachna Pisnia", "Osin", "Osinnioi Nochi"), L. Starytska-Cherniakhivska ("Sapfo"), "Nocturn") and others.

S. Khorob singled out the following features of the one-act dramas: a small size, coverage of one episode, a limited amount of actors, which "gives the one-act drama unity and uniqueness of the overall effect of the plot line, concentration of the leading thought, deeper psychologism" *(Khorob, 2008: 78)*. Among a number of small genre forms dramatic dialogues, dramatic drawings, dramatic studies, dramatic ballads, and dramatic sketches are distinguished. S. Cherkasenko calls his one-act play "Zhakh" a dramatic sketch, and "Povynen" is called a dramatic study, using the techniques and means of poetics of symbolist drama. We agree with S. Khorob and M. Kudryavtsev that "the images of the work are abstract and symbolic, in each of them we see the bearers of certain ideological beliefs, embodying the social character of the heterogeneous and divided Ukrainian society, agitated by the revolution" *(Kudryavtsev, 2003: 150)*.

In the dramatic sketch "Zhakh" the author "psychologically and linguistically accurately conveyed the very state of expectation, insecurity and horror of the family, which, recollecting the past, as if confess to each other in the committed sins or crimes" *(Khorob, 2008: 82)*.

In one of the letters S. Cherkasenko mentions the life prototypes of "Zhakh" (the sons of the Sich family, who secretly romanced with mercenaries, as I later learned, and even endured shameful scandals, when the "fruit of unhappy love" of poor mercenary, was not once found on the porch at night and with his "protest" woke everyone up in the house" *(Kotyash, 2013: 78)*), which he later used to write a dramatic study. The eschatological motif in the drama is conveyed through the nightly horrible emotional trials of the landowner's family, who are awaiting retribution from the workers offended by their eldest and middle sons at any moment. Through the psychological experiences of one family, the author depicts the moral state of the society against the background of revolutionary events. S. Khorob points to S. Cherkasenko's use of expressionist techniques in neo-naturalistic and symbolist dramas ("Zhakh", "Povynen"), where a person's personality appears against the background of mystical and visionary, eccentric circumstances and situations with feelings of fear, remorse, humility, and the dramatic action dissolves in the aspirations and dreams of a speedy completion of this superhuman ordeal" *(Khorob, 2000: 45)*.

The author deals with the problem of extermination of the psychology of slavery in a dramatic way, associating the wrath of the offended mercenaries with the wrath of God, and the Judgment of God as a just punishment of the offended to their oppressors. The plot of the work is reminiscent of the Christian plot of Judgment Day, when everyone will be punished for their actions and deeds. All the members of the family are awaiting the punishment for the shameful actions of the Elder and the Middle Brothers. During the night, everyone experiences a range of emotions from fear, despair, obedience to rage, and darkness, silence, limited space of the room, constant fear and horror of each sound outline the space, creating an apocalyptic mood of the work: «**Менший**. Ви жорстокі люде. Ви з людьми поводилися, як із собаками, а зараз ганебно тремтите, чекаючи кари від них» *(Cherkasenko, 1991: 356)*. The apocalyptic version of the plot combines a number of biblical eschatological motifs: blurring the line between night and day («Менший. Сидіти щоночі на чатах, тремтіти від кожного подиху вітру, обертати ніч у день, а день у нічсе божевілля» *(Cherkasenko, 1991: 356)*); the change of a family structure: mercenaries abandon children at their abusers' places, sons raise a hand to a father (**Старший і Середульший**. (схоплюються розлютовані) Чи замовкнеш, дідьку старий! (підступають до батька). «Батько. … Нехай б'ють, зневажають батька» *(Cherkasenko, 1991: 361)*); the events take place at night and are associated with darkness as an immeasurable, frightening temporal characteristic.

The change in the established time order is connected with the eschatological motif in the drama, time is divided into past and present: the past is associated with paradise («**Батько**. Ми з старою вік прожили, й за нашої пам'яті не було, щоб наймит пішов від нас без заробленого ним, з прокльонами, з нахвалкою й погрозами. Ми жили лагідно, по-божому, й люди нас знали, й ми їх знали…» *(Cherkasenko, 1991: 360)*), and the present time of action (1905–1907) is associated with hell («**Батько**. Ми не зазнавали таких часів. Ніколи наймити не нахвалялися палити нас, а наймички не кидали дітей не ганках» *(Cherkasenko, 1991: 356)*). With the help of the opposition "light – darkness" the author characterizes the "light" past and the dark present.

The opposition "light – darkness" is interpreted as the destruction of the human soul, the destruction of morality in society: «**Менший**. Хочете бути людьми, хочете бути спокійними – поодчиняйте двері й вікна серця вашого! Геть зневагу до людей, геть запеклість! Смійтесь – не дивіться вовками, співайте – не мовчіть понуро, дайте приступу свіжого повітря, весні, що пишно розвивається там, поза межами нашої тюрми» *(Cherkasenko, 1991: 357)*. The words of the younger brother point the way from the darkness of the soul to the light, to a quiet and peaceful life in the future. Only such changes in a person and in society will save from retribution, because you cannot hide from your sins even behind a few locks.

The eschatological motif is also seen in the details of the interior of the house, which are mentioned in the remarks – «двері зачинені на засув, вікна знадвору закрито віконницями» *(Cherkasenko, 1991: 356)*. The closed doors serve as a border, perform the function of feigned protection from the real world, in which retribution awaits. The closed windows indicate the isolation of the family from the outside world, the closed souls of the heroes indicate the isolation from the penetration of new views. The members of this family are not ready for new changes in society, except for the Yonger Brother who «має чисту, кришталеву душу, не зіпсовану огидою життя вдачу» *(Cherkasenko, 1991: 347)* and democratic views on life. That is why he was the first, after an anxious night, to see the sunlight shining through the closed shutters, which the Elder Son perceived as a fire of just retribution for his sins. In the work, the solar symbolism is associated with the idea of purification, salvation, hope for a new life, because with the advent of light in the room, all emotional tension disappears. In contrast, darkness (night) symbolizes earthly suffering, spiritual darkness, hopelessness.

The mythologema of sacrifice in the study "Povynen"

The eschatological motif is also reproduced in the dramatic study "Povynen", in which darkness is associated with a "dark, difficult period" in the life of a miner's family and a miner's settlement. After all, it was at night that soldiers were sent to stop the miners' rebel, and this is their most important time in the struggle for social justice, a time that requires citizen activism. Therefore, it is understandable that the miner's son wants to help his "comrades", despite a serious disease and anticipation of his death: «**Син**. Я належу їм і через їх тільки вам. Їхнє горе – ваше горе, їхнє щастя – ваше щастя. Власне горе, власне щастя ніщо. Моя поміч тепер найбільше потрібна. Я йду!» *(Cherkasenko, 1991: 371)*. The son's action agrees with the biblical motif of Jesus Christ's sacrifice for the salvation of mankind. For parents, such an act of the son is not clear, and therefore they want to make the son stay at home at this difficult time. The mother who is the guardian of the hearth, like no other feels the death of her son, which is announced by disturbing dreams («**Мати**. … Ні, давно вже не бачила (у сні – доп. наше – М. М.) нічого гарного. Мабуть, перевелося на світі все гарне і верзеться саме лихе …» *(Cherkasenko, 1991: 364)*). In particular, the mythological ornithological image of a raven, which the mother saw in a dream, marks a premonition of trouble, misfortune, death: «**Мати**. Місячна ніч і тиша. Якась страшна тиша. І місяць червоний-червоний. І сніг червоний… І досі в очах мають ті крила (крука)» *(Cherkasenko, 1991: 363)*. In Slavic mythology, red is associated with the blood of soldiers who died in the battle for their people, and in Christian mythology it is a symbol of the male firstborn, a symbol of suffering, the shed blood of the Son of God for the salvation of mankind. The author focuses on the mother's suffering who foresees the death of her only son. The mother, in contrast to the biblical Virgin Mary, could not tolerate the sacrifice of her son for the sake of others, that is why she strongly opposed the departure of her son to the mine, feeling his death: «**Мати**. Його вб'ють … Я знаю. Чує моє серце, що він не вернеться» *(Cherkasenko, 1991: 371)*. She could not accept it till the last, so she forced the father to go and save their only son: «**Мати**. Я побіжу туди! Я захищу його, я обрятую його! О сину мій! Я приверну його своїми сльозами! Він не лихий. Він зглянеться …» *(Cherkasenko, 1991: 372)*. Until the climax (the comrades brought a dead son), the mother's remarks resemble mourning for the dead. The author dramatically modeled the death of the son as the extinguishing of a lamp on the family table. And again S. Cherkasenko connects the anagnorisis of the study with the solar symbolism («Менша дочка. Вже ранок … ніч минула … я бачила, як сходить сонце …» *(Cherkasenko, 1991: 372)*), *which* inspires with hope for better changes in the future, the advent of justice in society, through the death of the son.

Conclusions

Thus, in the one-act dramatic works of S. Cherkasenko the eschatological motifs caused by the revolutionary events in the society are dramatically reproduced. The plot of "Zhakh" has an apocalyptic character with biblical eschatological motifs: a change in the established time order, which causes the blurring of the line between night and day, a change in the family structure, limited space where events take place, fear and horror of every sound exist. The biblical motif of sacrifice formed the basis of the plot of the study "Povynen". And the namelessness and impersonality of the heroes Father, Mother, Daughter-in-law, Sons, Daughter is a manifestation of the symbolist generalization. In the works special attention is paid to the solar symbolism, which is associated with the idea of purification, salvation, hope for positive changes in life.

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PRAGMATIC ORGANIZATION OF MEDICAL SPELLS IN THE ENGLISH AND FRENCH LANGUAGES

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Summary

The article presents communicative and pragmatic models of implementation of the concept disease in the medical incantation. Linguopragmatics as a field of modern linguistics is certainly one of the closest to cultural studies, and to some extent even overlaps in its content with it and studies the language in its real, situational, personal, localized time and space functioning, in the context of behavior, communication of its subjects, addressees, content, goals, etc. It has been proved that sacred texts, which include incantation, are largely "communicative". In such texts there is a clearly expressed goal (to exile, frighten or wheedle the disease, to transfer it from the patient to the tree, to the subject, etc.) and a very specific addressee (this may be the disease itself, the sick, the demon, the saint, the go-between, God, etc.). They usually contain clear pragmatic organization, correlation with a certain situation – indications on the transmitter, the addressee, the illocutionary purpose (vocatives, pronouns of 1 and 2 persons, imperatives, optative formulas), and their general ritual semantics is determined by the primary (internal) pragmatic guideline. It can be argued that the addresser of medical incantation is a versatile phenomenon, both in terms of pragmatic models and functions, and the ethnic and social peculiarity prevailing over these functions. Most often the role of the addresser acts as a person who heals applying magic formulas that are additional or primary in the medical practice. Sometimes the addresser is the patient himself.

There are three types of addressees in all studied languages: 1) about direct addressee of the ceremonial situation, that is, about one of the participants of the ritual to which the text is referred (for example, the patient in the ritual of treatment), 2) about the addressee marked and named in the text (it might not be only a real ceremonial person, but also God, a holy, personified holiday, demonological character, object, object or instrument of action), 3) about some absolute addressee, the higher power to which ultimately appeals any ritual text of any incantation.

Keywords: folk picture of the world, linguopragmatics, pragmatic organization, medical spells, addresser, addressee.

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Introduction

One of the closest to the cultural studies modern linguistics field is certainly linguistic pragmatics, which to some extent even intersects with its content and studies the language in its real, situational, personal, localized in time and space functioning, in the context of behavior as well as of its subjects, addressees, content, goals, communication etc.

It is believed that the texts of the spells are largely "communicative" *(Wilson, 2000)*.

Such texts clearly state the purpose (to banish, frighten, or cure the disease, transfer it from the patient to the tree, to the subject, etc.). and a very specific addressee (it may be the disease itself, the sick, the demon, the saint, the mediator, God, etc.) *(Tolstaya, 2010, p. 198)*.

In many cases ceremonial texts (songs, sayings, spells, etc.) or fragments of them are pragmatically marked and act in their essence as requests, supplications, wishes, orders, promises, invitations, threats, curses, questions, greetings. They usually contain clear signs of pragmatic organization, that is, the correlation with a situation – the addresser, the addressee, the illocutionary purpose (vocatives, 1 and 2 person pronouns, imperatives, optative formulas), and their general ritual semantics is determined with primary (internal) pragmatic guidelines.

The illocutionary aim of the medical spell ceremonial text

The basic starting point of the speech acts theory, created by J. Austin, is the language, or an illocutionary act. This theory was introduced into the scientific use by J. Sermelio, who defines the speech act itself as the minimum unit of linguistic communication *(Searle, 1986, p. 172)*.

The implementation of a speech act by J. Austin contains the following components: 1) the pronunciation of clear sounds that belong to a common language code; 2) constructing the utterance from the particular language words in accordance with its the grammar rules; 3) implementation of the "speaking" process, while the utterance must be given common sense and reference; 4) the expression of a communicative purpose in the process of pronouncing the utterance, the implementation of an illocutionary act; 5) creation of a certain further influence on the listener's thoughts, feelings or actions, the implementation of a perlocutionary act *(See Berdnikova, 2005, p. 19)*.

Significant for our study is the statement of V.G. Admons about the unity of speech act and speech genre features. The scientist notes that such unity manifests itself in the ability to express the same illocutionary purpose in different linguistic means, forming different variants of the same act/genre, respectively. Possible linguistic variants are organized into a kind of a field that has a center and a periphery. The center stands for the most common and most anticipated implementations of the act/genre, the periphery – all other variants, including expressive and rare ones (archaic, dialect, slang). The text segment implies the textual realization of a certain illocutionary purpose, characterized by different length, genre correlation, unity of the theme and presence of coherence linguistic and illocutionary elements. It can be a sentence, a paragraph (phrase unity), a replica, or a combination of several dialogues (dialog phrases) *(Admons, 1964, p. 49)*.

The study of expression as a purposeful linguistic act is one of the main tasks of modern pragmatics *(Dake, 1978)*. The illocutionary purpose of the speaker's expression, the linguistic ways of its embodiment, and the communication implications *(Gritsenko, 1986)*, which are the key to successful communication, are taken into account.

In terms of O.O. Selivanova's illocutionary force is the implicit or explicit intention of the addressee as a speech act function *(Selivanova, 2006, p. 320)*. Illocutionary purpose is the main part of the illocutionary force that does not exhaust it. Yes, the illocutionary purpose of requests and orders is the same: they are an attempt to induce an interlocutor to do something, and their illocutionary forces do not coincide. This gives reason to consider illocutionary power as a partial case of a much broader and more general phenomenon – the speaker' intention and the related concepts. It is obvious that the speaker uses not only illocutionary markers (means of expressing illocution) but also many others (presupposition, metaphor, rhetorical techniques, etc.) to achieve his goal.

The concept of the illocutionary purpose of the ritual text is ambiguous and multifaceted. The target, like the destination, has several models. This may be a literal, straightforward goal, expressed in the text and predetermined by its form (for example, wishful thinking), an intrinsic goal (for example, receiving a reward for the sake of goodwill or for the performance of carols), a more distant goal (providing for a crop, breeding cattle, healing from illness, protecting from evil forces) and, finally, some higher purpose (preservation of universal well-being and world order).

The most striking feature of the ritual folklore text pragmatics is its principled "perlocution", mediocrity, divergence of the literal, direct meaning of what is said (its logical, propositional content) with what is "implied", for illicit purposes. In this case, the secondary, indirect meanings and purposes of the utterance are conventionally assigned, proposed and predetermined structure and purpose of the rite and text. They do not depend on the will of the text executor *(Selivanova, 2010, p. 200)*.

The main task at the same time is to discover what is called the "linguistic design" or "the speaker' linguistic will" and what in the theory of language acts is called illocutionary purpose. The same text that contains the stripping semantics can "bring to the fore" the carrier of the danger in various ways: by means of threat, request, order, etc. In each case, the "linguistic will" of the speaker will be fulfilled and will also meet a certain illocutionary purpose of threat, request, order.

Illocutionary purpose of expressing the order in the medical text is healing and is expressed by certain lexical and grammatical means or their totality in the structure of expression.

The addresser in the medical spell

The addresser in the spell is the person who performs the ritual, the one who pronounces the text of the spell. The addresser can usually be represented in the text of the spell implicitly or explicitly. In cases where the patient pronounces the spell by himself, acts as the customer, the addressee is verbally expressed by means of the first-person pronouns "I", "We" and / or the corresponding verb form.

For the English linguistic culture the refer to the people treated (including spells) is characterized by the use of the names *bonesetter, midwive, dentist, leech woman (Marland, Hilary, 1987, p. 214–228)*, in addition there are nominations *white which, folk heeler.*

In French linguoculture, the following nominations are found to denote the person who heals: *panseur de secret* – the "spellcaster" – the one who heals spells, that is, uses secret – secret words, which causes the supernatural forces to obey and interfere accordingly. These words are mostly devoid of content (were thought to have incomprehensibility the greatest effect on the patient), often used alliteration, to give special solemnity to the process of the spell. There are more such names as: *flotteur, le menieur rouge, metze, laboureux, vertaipier, rebouteur, maige, guérisseur, gougneux, la bonne femme guérisseuse (Ramsey, 1988, c. 240–253)*. All of these nominations differ in their semantics, in terms of the specificity of treatment, the common use of magical formulas or orders in medical practices of folk healers.

When a sick person has to say thespell him or herself, it is very often stated in the instructions to it:

Engl. "*Shetland. Ringworm.–<u>The person afflicted with ringworm takes a little ashes between the forefinger and thumb, three successive mornings, and before having taken any food and holding the ashes to the part affected, says:</u>*

"Ringworm ! ringworm red!…." At the same time, throwing the little ashes held between the forefinger and thumb into the fire".

The person of the addresser may be determined by the genre specificity of the spell, such as in children's sayings-spells: *"Louth. Dock. – A name applied to all our native Rumex. … Children used to apply Docken leaves to their hands after having been stung by nettles, saying "Docken go in, nettle come out""*; *"Nettle stings. – Docken or Dockin is the name given to the common dockweed which is used as an antidote. Children rub the part, saying," Nettle oot, Dockin in."*; *"Tooth-lore. – In the East Riding they eat sugar when a tooth is pulled out, and throw the tooth into the fire, saying Fire, fire, here's a bone, Pray God send a tooth again".*

Sometimes person of the addresser is indicated by the pronoun:

Engl. *"Ashen tree, ashen tree,*
Pray buy these warts of me".
"Jesus Christ, that died upon the
cross, put my warts away…".
"In the name of God, on Mount Olivet
First I thee found;
In the name of Jesus
I pull thee from the ground".

"In Kent, if a man wets his forefinger with saliva, and rubs the wart he wishes to get rid of three times in the same direction as a passing funeral, saying each time (without any of the ceremony above observed) "My wart goes with you," a cure will soon follow".

Fr. "Nettoie-moi bien, fraîche rosée
sens comme je suis galeux
vois combien se trouve entaché
mon corps des pieds à la tête etc.
Veuille bien me débarasser
Dans cette avoine;
Car si tu fais que bientôt je me guérisse –
Nuit et jour je vais te bénir;

"Je ne ferai rien qui ne soit à faire, s'il plait à Dieu. Au nom de Dieu et de la sainte Vierge, si c'est l'ongle, que Dieu le décombre; si c'est le dragon, que Dieu le confonde; si c'est le vent, que Dieu le commande!".

It is observed that the addresser may be implicitly labeled, that is, verbalized in the instructions to the order:

"Whooping-Cough. – This common enemy of childhood has, from time immemorial, afflicted ample opportunity to the superstitiously-inclined to devise sundry charms for its cure, of which the following area few: – Passing the patient three times under the belly and three times over the back of a donkey; or let the parent of the afflicted child catch a spider, and hold it over the head of the child, repeating three times: – "Spider, as you waste away, Whooping-cough no longer stay"; "Set thy mind well upon God and say these words thrice in his ear – Anamzapta".

The peculiarity of the French spell is that the instruction is included in the spell text:

"Quand Pierre et Simon
Montaient les monts,
Simon s'assit;
Notre-Seigneur lui dit: – Que fais-tu là, Simon?
– Oh! mon Seigneur, je suis
Si malade du mal des fonds

Que je ne puis
Monter les monts.
– Lève-toi, lève-toi, Simon
Quand tu auras dit
Trois fois cette oraison.
Tu seras guéri
Du mal des fonds" ;
"Saint Pierre sur le pont de Dieu s'assit.
Notre-Dame de Caly vint et lui dit :
– Pierre, que fais-tu là ? – Dame, c'est pour le mal
De mon chef que je me suis mis là.
– Saint Pierre, tu te leveras,
A Saint-Agie tu t'en iras ;
Tu prendras le saint onguent
Des plaies mortelles de Notre-Seigneur,
Tu t'en graisseras,
Et trois fois tu diras:
"Jésus, Maria.".

The addresser's social status may determine the course of the illness. Just like spellngs from malaria or swamp fever, a prerequisite for a successful spell is that it should be spoken by the oldest woman in the family: *"Another charm for ague was directed to be said up the chimney, by the eldest female of the family, on St. Agnus Eve. It ran thus: Tremble and go!…"*.

The same is observed in the magical-verbal medical practices of treating scrofula, which, according to British traditions, was treated by the laying on of the royal person's hand or of the hand of a murderer, a dead man, or a virgin girl. The same person should have said the order: *"Scrofula. For this disease many charms have been employed, but no remedy has been so highly esteemed as the royal touch, of which a particular history is oiven in another part of this volume. The hand of the sovereign, however, was by some deemed not more efficacious than that of a murderer or of a virgin; for in Scot's 'Discovery of Witchcraft' it is stated, "To heal the king or queen's evil, or any other soreness of the throat, first touch the place with the hand of one that died an untimely death, otherwise let a virgin, fasting, lay her hand on the sore, and say, "Apollo denyeth that the heat of the plague can increase where a naked virgin quencheth it;' and spit three times upon it"* (onsuperstitions, c. 107).

The addresser's qualification as well as the manner of pronouncing the spell are a prerequisite for the treatment of certain diseases: *"Shetland. When a person has received a sprain, it is customary to apply to an individual practised in casting the 'wresting thread.' This is a thread spun from black wool, on which are cast nine knots, and tied round a sprained leg or arm. During the time the operator is putting the thread round the affected limb, he says, but in such a tone of voice as not to be heard by the bystanders, nor even by the person operated upon: "The Lord rade, And the foal slade…."*; *"Nightmare Charm or Spell against the Mara, – Pulling from my head the longest hair it possessed, and then going through the pantomime of binding a refractory animal, (the nurse) slowly chanted this spell: "De man o' meicht…"*; *"Stemming blood.–For suppressing hemorrhage, as spitting of blood, bleeding from the nose, bleeding from a wound, the following charm is solemnly repeated once, twice, or oftener, according to the urgency of the case, by some old man or woman accounted more sagacious than their neighbours. It is not to be repeated aloud, nor in the presence of any one but the patient "Three Virgins came across Jordan Sand…"*; *"What would the grandmothers say if they could return* *and see the spoiling of Hob's dwelling-place: whose aid they used to invoke for the cure of whooping-cough. – Standing at the entrance of the cave with the sick child in their arms, they addressed him thus Hob-hole Hob!…".*

Conclusions and suggestions

So we can state that the illocutionary purpose of the medical spell text o is healing and is expressed by certain lexical and grammatical means or their totality in the structure of expression.

Medical spell is a complicated phenomenon both in terms of pragmatic models and functions, and in terms of ethnic and social specificity, which dominates these functions. Most often, the addresser is the person treating using magic formulas in his practice and they may be additional or primary in medical practice. Sometimes the patient is the addresser.

The model of the addressee in the medical spell text is complex. There are three types of addressees: 1) the direct addressee of the ritual situation, that is, one of the participants in the rite to which the text is directed (for example, the patient in the healing ritual), 2) the addressee, marked and named in the text itself (this may not only be a real ritual person, but also God, holy, personified holiday, demonological character, object or instrument of the action), 3) some absolute addressee, that is, the higher power, to which ultimately any ritual text of a spellbinding nature appeals.

The spell has a clear structure. You can talk about the beginning, the main part and the conclusion. Conversion formulas are one of the central functions of medical spells and are divided into several semantic types, distributed according to certain functional models.

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SEMANTIC PROPERTIES OF THE NOMINAL PARTS OF SPEECH IN THE LYRICS OF THE 2000s BRITISH INDEPENDENT SCENE

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Summary

This paper seeks to address the semantic classification of parts of speech with regard to the British independent scene of the 2000s. The vocabulary of any language is not simply a massive accumulation of words, but a system of interconnected elements. It is known as the lexico-semantic system of language. In the course of time, lexemes undergo semantic changes, i. e. reinterpretation and semantic modification. Given the multitude of linguistic factors and the rapid pace of development, the vernacular English language has experienced a lot of semantic changes over a period of a decade. To better reflect the semantic proprieties of the functional parts of speech (nouns, verbs, adjectives, and adverbs) that are peculiar to a definite time and a setting, we will examine the lyrics of the four most prominent British bands of the 2000s: Placebo, Franz Ferdinand, The Subways, and Stereophonics. Methods used in the study: the method of stylistic analysis for identifying and describing the proprieties of nouns, verbs, adjectives and adverbs in the subject-matter material, the method of quantitative calculations for generalizing the obtained results, induction, deduction and comparison.

Keywords: lexical semantics, semantic analysis, song lyrics, the British independent scene, discourse-centered study, nominal parts of speech, applied linguistics

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1. Introduction

The history of rock is shaped by cultural and social diversity. For more than seventy years, musical forms have evolved, and the social movements associated with them have advanced rapidly. “Goths”, “Mods”, “Punks” etc. offer very inhomogeneous social, ideological and political configurations. Furthermore, the gaps between social movements and musical forms have become more pronounced. The marginality of rock has thus played as a unifying figure, but the success of Elvis Presley, The Beatles or U2 pushes marginality a little further. Rock becomes, like any art form, a grouping of words, a play of wit and imagination which the analyst must interpret, even if the representations of the musical artists obey multiple and a priori incoherent discursive logic.

2. A Sociolinguistic Linguistic Perspective to Studying Song Lyrics

It is fair to say that those who study rock music in its social, linguistic, or musical aspects face particular problems. Researchers experience a number of difficulties: a slight setback in terms of time, an overabundance of sources, and often a plethora of specialized bibliography. In addition to these arguments, researches also encounter the problem of defining the cultural history of the given period.

In this article, we would like to address some preliminary questions to the study of rock music in British civilization. These are questions concerning the perception of its sociolinguistic role: the perceived authenticity of certain music, the constituent parts that form the lyrics (the semantic classes of the subject-matter words), and finally, the use of music as a vector to expressing one's identity. The material for our research is the lyrics of the four British bands of the 2000s: Placebo, Franz Ferdinand, The Subways, and Stereophonics. We limit the study to chronological frames in order to most clearly characterize the key concepts that manifest themselves in the lyrics.

Lexical semantics is an increasingly important area in applied linguistics. More specifically, the stratification of semantic classes and subclasses in modern linguistics is one of the most difficult tasks there are. Semantic classes are obtained by averaging at least three methods: structural, psycholinguistic, and statistical. Semantic subclasses, in contrast, require the application of logical-deductive, linguistic-inductive, and psychological-inductive methods.

Our research presents semantic classifications of nouns, adjectives, verbs, and adverbs which are based on the logical-deductive approach. Classification in formal logic is understood as the distribution of objects of any kind into classes by similarity on the basis of essential features that are inherent in objects of this kind and distinguish them from objects of other genera. Each class occupies a certain permanent place in the formed system and, in turn, on the basis of the logical operation of dividing the concept (dichotomy) can be divided into appropriate subclasses *(Kondakov, 1975: 247)*. Therefore, the classification on this basis should be formulated with the utmost clarity about the properties of the given lexical items.

The semantic classifications of parts of speech have been explored extensively for verbs *(Dorr and Jones, 1996; McCarthy, 2000; Korhonen, Krymolowski, and Marx, 2003; Lapata and Brew, 2004; Schulte im Walde, 2006; Joanis, Stevenson, and James, 2008)* and, to a lesser degree, for nouns *(Hindle, 1990; Pereira, Tishby, and Lee, 1993)*, but, with very few exceptions *(Bohnet, Klatt, and Wanner, 2002; Carvalho and Ranchhod, 2003)*. In terms of adjectives and adverbs, there is little to no research.

3. Semantic Proprieties of Nouns in Lyrical Discourse

As has been said, there is sufficient research on the semantic classifications of nouns. It is usually customary to divide nouns by their semantic properties into two main classes: abstract and concrete. An abstract noun refers to a thing that does not exist as a material object, for instance:

1) "*You hit the ground with every **force**, it makes no sense*" – Oh Yeah, the Subways;
2) "*An open book is still **mystery***" – Move to Newlyn, the Subways;
3) "*I was filled with **incoherence***" – Haemoglobin, Placebo;
4) "*The whole world wants my **disappearance***" – Haemoglobin, Placebo;
5) "*You've never seen such **perseverance***" – Haemoglobin, Placebo.

Therefore, abstract nouns cannot be detected by the five senses: you cannot see, hear, smell, taste, or touch them.

Concrete nouns correspond to the concept of visibility in the strict sense of the word. In contrast to abstract nouns, they can be detected by the five senses. Within this category, there are names of animate and inanimate objects, for example:

1) "*Slide the **nail** under the top and bottom **buttons** of my **blazer***" – The Dark Of The Matinée, Franz Ferdinand;

2) "*I'm going to burn this* ***city***" – The Fire, Franz Ferdinand;

3) "*To try and save your swollen* ***face***" – Song to Say Goodbye, Placebo;

4) "*Someone call the* ***ambulance***" – Infra-Red, Placebo;

5) "*So I came down to crash and burn your bagger's* ***banquet***" – Infra-Red, Placebo.

The vast majority of nouns belong to the category common nouns, that is, the names of homogeneous objects, substances, qualities, properties, etc. They should also be distinguished from proper nouns – names of particular people, places, or objects that are spelled with a capital letter:

1) "***Jesus*** *looking down on me*" – Haemoglobin, Placebo;

2) "***Mary*** *is my best friend*" – Mary, the Subways;

3) "*Thank* ***God*** *for* ***Dracula****, he sucked the shit out of me*" – Mary, the Subways;

4) "***Michael*** *you're the boy with the leather hips sticky*" – Michael, Franz Ferdinand;

5) "*You're the first one to swim across the* ***Seine***" – Drag, Placebo.

Within that framework, it is essential to take into account nouns denote animate and inanimate things. Accordingly, animate nouns fall into human and non-human. Also, in terms of semantics, nouns can be countable and uncountable:

1) "*Did I see you in a* ***limousine***" (countable noun) – Michael, Franz Ferdinand;

2) "*The last* ***message*** *you sent*" (countable noun) –You Could Have It So Much Better, Franz Ferdinand;

3) "*When i walk on the city* ***pavement***" (countable noun) – City Pavement, the Subways;

4) "*Can you find me space inside your bleeding* ***heart***" (countable noun) – Passive Aggressive, Placebo;

5) "***Soul*** *starts spinning again*" (countable noun) – Can't Stop Feeling, Franz Ferdinand;

6) "*No escaping* ***gravity***" (uncountable noun) – Special K, Placebo;

7) "*In* ***sunshine*** *and in* ***rain***" (uncountable nouns) – Move To Newlyn, the Subways;

8) "*Must be through some lack of* ***kindness***" (uncountable noun) – Haemoglobin, Placebo;

9) "*I was brimming with* ***defiance***" (uncountable noun) – Haemoglobin, Placebo;

10) "*A latent strain of color* ***blindness***" (uncountable noun) – Haemoglobin, Placebo;

In this subpart, we have concluded that the category of abstract nouns is the most prolific in the lyrics of the four bands given the poetic narrative that is pursued by the songwriters. In total, 76 instances of abstract nouns have been found in the lyrics of Placebo, Franz Ferdinand, The Subways, and Stereophonics; concrete nouns – 62; common nouns – 63; proper nouns – 23; countable nouns – 91; uncountable nouns – 29.

4. Semantic Proprieties of Adjectives in Lyrical Discourse

Adjectives are one of the most elusive parts of speech with respect to meaning. For instance, it is very difficult to establish a broad classification of adjectives into semantic classes, analogous to a broad ontological classification of nouns *(Raskin & Nirenburg, 1998)*. The adjective is usually assigned an identification and restriction function. The predicative function also enriches the semantic properties of adjectives. One could also introduce a classification related to the thematic or referential importance of what adjectives denote. These relatively autonomous aspects of the class of adjectives contrast with the syntactic dependence that marked the formal status of adjectives. It can therefore be considered that adjectives constitute a subdomain of semantic primitives of language, whose basic referential role is to describe the properties of objects and events that nouns and nouns determine.

From the semantic point of view, adjectives commonly fall into two main categories: descriptive and relational. Descriptive adjectives are by far more prevalent and constitute the bulk of our subject-matter lyrics, for instance:

1) "*And I'll find no solace in your* ***poor*** *apology*" – Broken Promises, Placebo;

2) "*Our only nation lives in* ***lucid*** *dreams*" – Lucid Dreams, Franz Ferdinand;

3) "***Cold*** *hearts feel* ***good*** *deceiving*" – Always Tomorrow, the Subways;

4) "*Do you say your prayers late at night or do you save them for the* ***desperate*** *times*?" – 100mph, Stereophonics;

5) "*Your needle and your damage done remains a* ***sordid*** *twist of fate*" – Song to Say Goodbye, Placebo.

Relational adjectives are more semantically exclusive and cover limited spheres of activity, i. e. they are practically monosemantic. Thus, *chemical* has as its only semantic content "related to chemistry". Some examples of relational adjectives can also be found in the lyrics of Placebo:

1) "*With a* ***chemical*** *peel and a picture of Mary*" (derived from *chemistry*) – Space Monkey;

2) "*More* ***chaotic****, no relief*" (derived from chaos) – Special K;

3) "*Can you find me space inside your* ***bleeding*** *heart*" (derived from *blood*) – Passive Aggressive;

4) "*Beware this* ***troubled*** *world*" (derived from *trouble*) – This Picture;

5) "*And our one* ***heroic*** *pledge*" (derived from *hero*) – Meds.

Heyvaert affirms that the decision to put a particular adjective in one of both categories is sometimes slightly arbitrary. And some words that formally look like relational adjectives have a fairly rich meaning content. So, for instance, *Orwellian* is not just "related to Orwell", but "being like the totalitarian world in Orwell's 1984" *(Heyvaert, 2010)*. Therefore, the following line from Placebo's English Summer Rain – ***English*** *summer rain seems to last for ages* – not only conveys the territorial affiliation, but the annoyance with the constant rains in the UK.

In total, 86 instances of descriptive adjectives have been detected, relational – 37.

5. Semantic Proprieties of Verbs in Lyrical Discourse

The verb expresses an action or process. The question of verbal categories classification according to the most diverse features of both content and function has been repeatedly raised by linguists. At the semantic level, it acts as any part of speech, as a lexical unit or as a conceptual nomination. This verb pattern determines its lexical meaning. Secondly, the verb can convey not only its own meaning, but also show the meaning of the entire situation described by its lexeme. The verb is used to determine the set of participants in the situation, their roles and their hierarchy, that is, to act as a predicate is a unit of a special complex nomination that defines the situation as a whole. Thus, the verb is able to name not only the function by itself, but also determine the entire situation. The classification proposed in this paper contains the following semantic classifications of the verb:

1) Physical perception and action:

1.1. "***I've seen*** *the one to take my eye*" – Girl, Stereophonics;

1.2. "*Yeah you leave me here on the floor, you can't* ***feel*** *it*" – Can't Stop Feeling, Franz Ferdinand;

1.3. "***Hold your breath*** *and count to ten and* ***fall apart*** *and start again*" – English Summer Rain, Placebo;

1.4. "*Do you **hear** the children sing aloud? Can you **taste** the water in your mouth?*" – 100mph, Streophonics;

1.5. "*But you can't stop **moving**, you won't stop **moving** along*" – Can't Stop Feeling, Franz Ferdinand.

2) Emotional state:

2.1. "*I'd like an option but I **hate** to choose*" – All or Nothing, the Subways;

2.2. "*I'm gonna make somebody **love** me*" – Do You Want to, Franz Ferdinand;

2.3. "*Yourself and tourists, yeah that's what I **hate***" – Have a Nice Day, Stereophonics;

2.4. "*I will not **complain***" – I Want to Hear What You Have Got to Say, the Subways;

2.5. "*I think you**'d prefer** to be miserable instead*" – I'm Your Villain, Franz Ferdinand.

3) Mental activity:

3.1. "*I'm trying hard **to think** but I **can't understand***" – I Want to Hear What You Have Got to Say, the Subways;

3.2. "*I was alone, falling free, trying my best **not to forget***" – Meds, Placebo;

3.3. "*It **means** nothing if I haven't got you*" – It Means Nothing, Stereophonics;

3.4. "*And don't, and don't, and **don't let me down**...*" – Space Monkey, Placebo;

3.5. "*I've got **to learn** or **learn** how to die*" – Love and Destroy, Franz Ferdinand.

4) Verbs denoting speech:

4.1. "*Remembered all the things you**'d say**, how your promises rang hollow, as you threw me to the ground*" – Pierrot the Clown, Placebo;

4.2. "***Tell** me, **tell** me there's no goodbyes*" – No Goodbyes, the Subways;

4.3. "*I **scream** and **shout**, I'm lost for words*" – I Won't Let You Down, the Subways;

4.4. "*Gonna have **to tell** her tonight*" – Tell Her Tonight, Franz Ferdinand;

4.5. "*Can I **tell** you what's inside?*" – Devil, Stereophonics.

In total, 43 instances of verbs denoting physical perception and action have been found; emotional state – 35; mental activity – 33; verbs denoting speech – 18.

6. Semantic Proprieties of Adverbs in Lyrical Discourse

Many linguists have proposed classifications of adverbs. Particular problems arise with respect to a universally accepted definition of adverbs and the criteria for distinguishing their classes. Reichenbach, Davidson and Montague agreed to divide adverbs in adverbs of manner, adverbs of degree, adverbs of place, adverbs of frequency and adverbs of time. In that regard, let us consider the following examples:

1) "*I tore you down and I burnt you **badly***" (adverb of manner) – I Won't Let You Down, the Subways;

2) "***Completely** meretricious of a poke in the eye*" (adverb of degree) – Space Monkey, Placebo;

3) "*I can see the light **behind** your eyes*" (adverb of place) – No Goodbyes, the Subways;

4) "*You'll **never** understand it all when things go right or wrong*" (adverb of frequency) – Live 'N' Love, Stereophonics;

5) "*Leave me dreaming on the bed, see you right back here **tomorrow**, for the next round*" (adverb of time) – Pierrot the Clown, Placebo.

In the course of our research, we have concluded that the adverbs of manner are the most prevalent in the lyrics of the British independent scene of the 2000s, they constitute the bulk of this category – 55 items, adverbs of degree – 12, adverbs of place – 23, adverbs of frequency – 21, adverbs of time – 29.

7. Prevailing Socio-linguistic Patterns in the Lyrics of the British Independent Scene of 2000s

In the field of lexical semantics, it has been found that a large number of nouns are organized hierarchically according to the terms of a semantic relationship of inclusion called hyperonymy/hyponymy, general/specific, superordinate/subordinate, etc. Several factors that influence this type of organization have been identified: frequency of occurrence, typicity and familiarity.

A good example of that is the widespread use of nouns denoting emotions is the lyrics of Placebo. Brian Molko makes good use of strong words expressing his thoughts and opinions: "*I was brimming with* ***defiance***", "*You've never seen such* ***perseverance***", "*I was filled with* ***incoherence***", "*I was hanging from a tree unaccustomed to such* ***violence***" – Haemoglobin; "*Someone call the ambulance, there's gonna be an* ***accident***" – Infra-Red; "*And the sex and the drugs, and the* ***complications***" – Meds; "*And I'll find no* ***solace*** *in your poor apology*"; "*Be sure to come around, I'll be wallowing in* ***sorrow***", "*Be sure to come around, I'll be wallowing in* ***pity***" – Pierrot The Clown; "*Forget past* ***indiscretions***" – In The Cold Light Of Morning; "*I have a slow* ***disease*** *that sucked me dry*" – For What It's Worth. At this point, it is safe to say that the aforementioned lexemes are synonymous in a way that reflects the indignation of the whole generation of 2000s. We could observe the applicability of these semantic categories in a definite sociolinguistic context. Similar motives can be found in the lyrics of the Subways: "*Do you feel the* ***paranoia****? You will know it's been waiting for ya*" – Kalifornia; "*The way we hold our heads in hands –* ***regrets***", "*Worse happens in* ***cold wars***" – All or Nothing; "*It's always fine to hold onto your* ***sorrow***" – Always Tomorrow. Franz Ferdinand, too, features nouns that have rather dark connotations: "*You are the* ***villain*** *who sends her*" – Darts of Pleasure; "*I fell to the floor fainting at the sight of* ***blood***", "*On the seventh seal you said you never feel* ***pain***", "*I only have a* ***problem*** *when people insist on taking their* ***hate*** *and placing it on your name*" – The Fallen.

8. Conclusions

The current research was conducted in order to define the semantic proprieties of nouns, verbs, adjectives and adverbs in the song lyrics of the British independent scene of the 2000s, notably Placebo, Franz Ferdinand, The Subways, and Stereophonics. This paper demonstrates that lyrical discourse considers how language, both spoken and written, enacts social and cultural perspectives and identities. The whole process of analysis is based on understanding the relationship between words and reality. To examine discourse requires an investigator to ask – in highly specified contexts – just how particular ideas, concepts and perspectives come into being and are sustained. To do that, we have implemented the logical-deductive, linguistic-inductive, and psychological-inductive methods in order to define the semantic classes and subclasses which are present in our research.

Not only have we verified the socio-cultural value of the British independent scene of the 2000s, but also examined the constituent parts of the lyrics from a linguistic point of view. The category of nouns, which is the building blocks of spoken and written language at both semantic and syntactic level, has generated the following results: abstract nouns (76), concrete nouns (62), common nouns (63), proper nouns (23), countable nouns (91), and uncountable nouns (29). The category of adjectives contributed to the following outcomes: descriptive adjectives (86), relational adjectives (37). The category of nouns has led to the following results:

verbs denoting physical perception (43), verbs denoting emotional state (35), verbs denoting mental activity (33); verbs denoting speech (18). Finally, the analysis of adverbs has shown the following results: adverbs of manner (55), adverbs of degree (12), adverbs of place (23), adverbs of frequency (21), and adverbs of time (29).

Our investigations so far have only been on a small scale, and the unresolved issues rather serve as a continuous incentive for future research.

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SPORTS IDIOMS IN EVERYDAY SOCIAL AND POLITICAL LANGUAGE

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Summary

The proposed article is devoted to the study of set expressions (idioms) transformed from sports vocabulary to everyday language. The features and variations of idioms translation from English into Ukrainian are analyzed on the material of American social and political press. It should be noted that the skillful use of idioms makes the language brighter, expressive, emotionally colored, and evokes certain associations in the reader. It becomes obvious that the final decision on how to use one way or another translation technique of an idiom depends on the context. The article stresses that the use of idioms makes it possible to solve one of the main objectives of journalistic style combined with the highest level of informativeness expressive emotional fullness material. The correct application of any translation technique or method involves a creative approach to solving each specific problem. It is stressed that sports idioms are an important component of the language of modern life. Such phraseological units provide imagery and expressive expressiveness of modern journalistic discourse.

Keywords: idioms, set expressions, phrase logical unit, sports vocabulary, translation, language of journalism.

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Introduction

An idiom is a phraseological unit of language. The problems of phraseology are well studied. The Swiss linguist Charles Bally is considered to be the ancestor of the theory of phraseology for his significant influence on the development of modern phraseology. The development and substantiation of the theoretical foundations of phraseology are connected with the names N. M. Amosova, V. V. Vinogradov, B. O. Larina, M. McCarthy, S. I. Ozhegov, Y. D. Polivanov, and others. The research work in this field was continued by such well-known modern phraseologists as O. M. Babkin, I. K. Bilodid, M. A. Zhovtobryukh, I. G. Cherednichenko, and others.

The subject of phraseology is the phraseological units of a particular language or group of languages. This concept was first used by Charles Bally, a prominent French linguist in his 1909 book "Traité de stylistique française". The first was the Russian literary critic and linguist V. V. Vinogradov in his 1946 book "Basic Concepts of Russian Phraseology as a Linguistic Discipline", among Soviet scholars.

It is believed that despite a large number of studies in the field of phraseology and, the sufficient development of the theoretical basis for distinguishing the units that make up the subject of phraseology, there is still a great variety of definitions and classification criteria. This complicates the consolidation of systematic and scientific research on this topic.

Some difficulties in the classification of phraseology

The variety of terminology to describe a particular phraseological phenomenon significantly complicates attempts to classify. External features that define a certain category of phraseological units are related to the form, the established order of the elements, the impossibility of their division, those of their construction, and so on. Internal features are related to the fact that the phraseological unit embodies the act of unitary thinking, the ability to replace a combination of words with one word, equivalent in meaning; forgetting the meaning of the constituent elements of the phrase, the homonymous distance from the corresponding free combinations. The terms used to denote the phraseological unit that received the most attention in the linguistic literature were "phraseologisms" and "idioms." Sometimes even a vague distinction between the two terms and their parallel use with the same meaning is common practice. In the literature on phraseology, various terms such as idiom, phraseology, or word-group are often used to denote the same concept. The term "phraseology" is more common in Ukrainian or Russian scholars, and the "idiom" is very common in the works of European and American linguists.

According to I. K. Bilodid, "a phraseological unit is a lexical-grammatical unity of two or more differently formed components, grammatically organized according to the model of a phrase or organized according to the model of a phrase or sentence, which, having a holistic meaning, is reproduced in the language by tradition, automatically." *(Bilodid, 1973: 334)*.

A. A. Shakhmatov called phraseology "indecomposable compounds that consist of two or more words, form a grammatical whole, but act in such a form that excludes the possibility of recognizing their interdependence and does not allow to recognize any of them as an independent member of the sentence." *(Shakhmatov, 1967: 106)*.

"The Russian-English phrasebook" offers the following definition: "Phraseology is interpreted as a dependent combination of two or more words that interact as a semantic whole. In most cases, the meaning of phraseology can not be predicted in terms of components" *(Lubenska, 2004)*. This phrasebook was compiled by Sofia Lubenska who is a professor of Slavic languages at New York State University in Albany.

W. McMordie gives the following definition of an idiom: "We can say that an idiom is a number of words which, taken together, mean something different from the individual words of the idiom when they stand alone" in his book "Idioms of the English language and their use" *(McMordie, 1988)*.

R. Moon defines an idiom as "an ambiguous term, used in conflicting 'ways. In lay or general use, idiom has two main meanings. First, idiom is a particular means of expressing something in language, music, art, and so on,' which characterizes a person Secondly (and much less commonly in English), an idiom is a particular lexical collocation or phrasal lexeme, peculiar to a language" in his book Stable Expressions and Idioms in English *(Moon, 1988: 3)*.

Mona Baker distinguishes idioms from phrases in terms of transparency of meaning. Quoting Mona Baker, idioms are "frozen patterns of language that allow little or no variation in form and often carry meanings which cannot be deduced from their individual components" in her book "In Other Words" *(Baker, 1992: 63)*.

The use of idioms

It is necessary to define what it means to "use an idiom". "Use" means the recognition (translation) of idioms in oral and written language, stylistically, semantically and grammatically correct use of them in context.

For a quality translation of an idiom, it is necessary to have a fundamental mastery of different translation strategies for different types of texts, that is, the translator must be a master of translation. Knowledge of idioms in both the source language and the target language is also essential. Knowing the structure and lexical units of both languages and their features, the translation process can be made correctly and properly.

Peter Newmark, a famous British translation theorist, once noted that "in translating idiomatic into idiomatic language it is particularly difficult to match equivalence of meaning with equivalence of frequency" *(Newmark, 1988: 23)*. He believed that the main problems faced by the translator are not grammatical but lexical, that is, words, phrases, and constant phrases or idioms.

M. Davies mentions a number of problems in the translation of idioms and regular expressions:

- obedience;
- lack of equivalent in the language of translation;
- use of the idiom in the original text both in the literal and in the idiomatic sense at the same time;
- the difference between context and use in the source and target languages *(Davies, 2004: 193)*.

M. Baker believes that "the main problems that idiomatic and fixed expressions pose in translation relate to two main areas: the ability to recognize and interpret an idiom correctly and the difficulties in rendering various aspects of meaning that an idiom or a fixed expression conveys into the target language" *(Baker, 1992: 65)*.

An unacceptable trap for translators is to translate idioms literally. The translation of the idiom "word for word" often makes no sense or even sometimes funny.

James Nolan agrees that "the most common mistake to avoid is not to recognize figurative or idiomatic language and translate it literally" *(Newmark, 1988: 67)*.

Summarizing the above, we believe that the most successful strategy for translating idioms of any language in general and English, in particular, is to select a similar idiom with a similar meaning in the target language.

Examples of idiomatic modification

Golf has conveyed to everyday speech some really interesting idioms.

UNDER PAR – most people even those who know nothing about sports know that being "under par" in golf is good while being "above par" is bad. In fact, the whole point of golf is to put a small white ball in a tiny pocket for the least number of strokes to be "under-par" as much as possible.

The meaning of this idiom has changed quite suddenly in everyday life. "Under-par" is confusing because it means "worse than usual", while "above par" is something done above face value, exceeding expectations.

For example, in an interview with Business Insider, actor Chris Hemsworth smiled when asked how his children are learning today. "I'm just relaxed in the idea that they're going to come out of this quarantine, you know, IQ a bit ***under par***, a little behind" *(Kirsten, 2020)*.

PAR FOR THE COURSE this phrase for golf refers to the number of strokes required for the required level, but for most people, it will probably mean "something expected."

Yes, we are talking about seasonal floods in the article "Western Springs Main Breaks '***Par For the Course***'" in the online edition patch.com *(Giuliani, 2020)*.

RUN INTERFERENCE means to help by clearing the way through obstacles. In football, he describes the efforts of attacking players to prevent defenders from reaching the player in possession of the ball. For example, "On that play, the Eagles used their biggest receiver, 6-foot-4 Mack Hollins, to ***run interference*** on Vikings safety Harrison Smith, who had been assigned man-to-man coverage on Ertz *(Krammer, 2018)*. In everyday use, this idiom can be translated as "solving problems for someone", for example, "Idol plays himself in the film as a first-class passenger on a flight headed to Las Vegas". He gives Sandler's character sage advice on how to win back his love and even helps ***run interference*** when Sandler makes his move (*Merriam Webster, n.d*.).

GAME PLAN is a strategy developed before the game to overcome the opponent. In football, this is traditionally reflected in the form of game diagrams, where players X and O represent players. For example, "Putting together a ***game plan*** is an elaborate exercise in the art and science of analyzing an opponent's tendencies and patterns and determining how best to exploit them" *(Russo, Ralph, 2017)*.

Any game needs a plan, of course, but with expanded use, "game plan" means "strategy to achieve the goal": "The depth and length of the newspaper advertising collapse has surprised the oldest hands in the industry, so a newcomer like Zell could hardly be expected to have taken it into account for whatever ***game plan***, if any, he had" (*Merriam Webster, n.d.*).

PUNT in football means to bounce the ball upside down after dropping it from your hands and before it hits the ground. This is done in the hope of giving the ball to the opponent closer to your own goal line because your own chance to move the ball further is unlikely.

Because the player's actions mean giving up trying to score points for their own team, the verb "Punt" began to develop a secondary meaning of "delay or avoid solving a problem". "The U.S. The Supreme Court ***punted*** Monday on its biggest decision of its term so far. The justices had been expected to rule on the limits of partisan gerrymandering. Instead, the court sidestepped the major issues on technical grounds, sending the issue back to the lower courts for further examination" *(Shakhmatov, 1967)*.

SIDELINE is a place where injured players sit, as well as a home base for coaches, coaches, inactive players, and anyone who works in a team who is not currently in the game. As a verb, it means to leave someone out of action. This may be the result of illness or injury, but it may also be the result of another decision: "Together, all of these accounts paint a clear picture: Unable to execute his duties for reasons of temperament, ignorance, and mental decline, President Trump has been ***sidelined*** by his aides, who work to mitigate his behavior and keep him from steering the country into catastrophe" *(Bouie, 2018)*.

Extremely popular in America, but incomprehensible to many Ukrainians, the game of baseball has enriched the English language with constant expressions that instantly shifted from sports to the vocabulary of everyday use, business, and politics. Here are some examples of baseball idioms, variants of their translation, and examples of transformations into other areas of use.

BALLPARK – "baseball stadium". The term first appeared in the Oxford English Dictionary in I960 with the additional meaning "estimate", and in 1963 the dictionary added the meaning "scope of activity or influence".

"They said Itanium 'would never be their fastest 32-bit processor, but it' would be in the ***ballpark*** Brookwood said" *(Shankland, 2003)*.

"Patrick Wiles a vice president of First Pioneer Farm Credit in Riverhead said the '***ballpark figure***' for prime vineyard land on the North Fork is $ 50,000 to $ 60,000 an acre, assuming the development rights have been sold" *(Goldberg, 2004)*.

BEAN BALL (THROW A BEAN BALL). In baseball, it is an attack by an opponent aimed at his head, a deliberate throw of the ball over his head. In politics, it can be a verbal insult or a policy aimed at significantly offending or harming an opponent. The equivalent of the Ukrainian idiom can be suggested: "throw a stone in the garden."

"Senator Jim Burning Throws ***Bean ball*** at America's Unemployed" *(Lemer, 2010)* – Headline.

BRUSH-BACK. In baseball – a nickname for any pitcher (player), designed to establish his team in the inner part of the strike zone; in everyday language, an attempt to undermine influence and power or to threaten verbally.

"The Washington Times' George Archibald reports that Gerald A. Reynolds, assistant secretary for civil rights in the Department of Education, has sent a long overdue ***brush-back*** letter to college and university officials concerning their odious and oppressive campus speech codes" *(Limbaugh, 2003)*.

BUSH-LEAGUE – from a baseball term for a second-rate baseball league. The Oxford English Dictionary in 1914 added the meaning "amateur, unsophisticated, unprofessional."

"Kinsley, who does saute off as the stereotypical Los Angeles-hating East Coast wonk, said recently that because L.A. is the second biggest city in the country, it's really ***bush league*** to care about 'where the' writers are from"*(Seipp, 2005)*.

CLEANUP-HITTER – An employee hired to solve problems or manage a team. In baseball, it is often the player who is the best reflector in the team and reflects the 4th on the list. The task of the first three is to occupy the bases (download them), and then a "cleanup-hitter" emerges and clears the bases with its blow. The equivalent of this expression can be borrowed from the neologism "crisis manager", a profession that has recently appeared in the Unified Tariff and Qualification Handbook of Work and Workers' Professions.

Referring to President George W. Bush: "There is a reason he is the current president and it is not just because of his Daddy or Money – I think he makes a pretty solid ***cleanup hitter*** for the Republican Party and brought home the points made during the previous 4 days of the convention" *(Bush Jr.'s Skeleton Closet, 2003)*.

COVER ONE'S BASES – security. In baseball, the defender covers the base, standing next to it, making it impossible to reach. In business vocabulary, this means "the need to prepare for every accident." If an equivalent translation is required, the phrase "be ready – always ready" can be used.

"Arson investigators sifted through the rubble of an Air- dry Stud barn today but failed to determine the cause of a fire that killed 15 thoroughbred broodmares and yearlings Saturday night. The horses were 'worth more than $ 1 million, according to Brereton Jones, owner of the 3,000-acre (12 km^2) stud farm. 'We don't have any reason to believe it was arson, but you just' want to be sure you ***cover all the bases***, 'he said" *(Midway, 1985)*.

CURVE, CURVEBALL – a surprise, often completely and completely unexpected, and usually unpleasant. A twisted ball is a throw in a baseball to fool a batter. "Because of that personal story, I'm very interested in illness. One thing we discovered as a family is that when you're thrown a ***curveball*** like cancer or multiple sclerosis, often people don't know 'what to do first'" *(Chu, 2006)*.

DOUBLE HEADER – "from ship to ball". Two competitions (or similar events) taking place on the same day with the same participants.

"The city's three mayoral candidates finished Wednesday's political ***double header***' with a debate at First Congregational United Church for Christ. …" *(Edwards, 2017)*.

EXTRA INNINGS – the extra time allotted to "break the Gordian knot" or solve the problem. In major baseball, that means going beyond standard time in the ninth half of the game. "Microsoft, Yahoo Game Going into ***Extra innings***?" *(Morphy, 2008)* – Title.

FIRST BASE – the first step. In baseball, the striker hopes to reach first base and then continue around second and third bases until he reaches "home". In interpersonal relationships, it is a person who cannot get to the first base with another person, unable to achieve the original goal or establish a relationship.

A kiss might be first base in a romantic relationship.

Getting an appointment with a potential customer might be first base in a business transaction or negotiation (an agreement to meet with a potential client may be the first step to a business agreement or negotiation).

FIRST INNING OR EARLY INNINGS – unimportant events or initial stage. Baseball usually lasts 9 innings and usually, the first three innings do not determine the outcome of the game.

"Geithner: Tax reform debate in the ***first inning"*** *(Baker, 1992)* – Title.

"***Early Innings*** of a Banking Recovery" *(Frearson, 2011)* – Title.

HARDBALL, PLAY HARDBALL – be tough or act aggressively. In sports vocabulary, this concept is derived from a comparison of baseball and softball.

"I think this is just tough bargaining,' said Deborah Ward- well of Dain Bosworth Securities. 'It seems to suggest ***hardball tactics'"*** *(Freudenheim, 1993)*.

Conclusions

Idioms highlight the uniqueness and originality of the language and culture in which they originated, and therefore for their translation, it is necessary to carefully determine the style of the text and, trying to find idiomatic expression in Ukrainian, if possible, translate them according to the original style. Prospects for further research on this issue are an in-depth study of the multifaceted nature of idioms.

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PEACE AND WAR ASSOCIATIONS OF UKRAINIAN HUMANITIES STUDENTS

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Summary
The aim of this paper is to analyze the associations of Ukrainian humanities students given on PEACE and WAR stimuli. The association remains an important subject for studying in many scientific fields because associating is a continued process of making links between phenomena of cultural, social and physical surroundings, consequently it can reveal some concealed procedures of thinking. Through the semantic analysis of association units, it is possible to explicit, though partially, some conceptual filling of consciousness. The associative experiment is one of the most widespread methods for obtaining empirical data for the linguistic science of our country. This paper discusses all stages of the development of such an experiment and its possible disadvantages. However, such surveys allow amendments as any experimental method, its benefits make it generally accepted in the scientific society. The stimuli were chosen due to their crucial role in current life of the Ukrainian nation. Methods used in the study: an associative experiment, semantic and quantitative analyses of the results.

Keywords: concept, associative experiment, linguistic consciousness, word-stimulus, reaction.

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1. Introduction

Nowadays studying of language as a pure static phenomenon is out of date. Connections, interactions and mixing of different disciplines cause challenging questions for modern science. It is impossible to draw a line between language and mind, language and culture, language and its psychological aspects, language and society. Human mind is a close system and one cannot observe its processes directly. Hence linguistics has to neglect the main methods of studying such as observation and introspection and to apply experimental techniques. An associative experiment is widely used for revealing peculiarities of associative thinking. The aim of the research is to represent the associate component of the concepts PEACE and WAR in Ukrainian humanities students' consciousness. Current social and political situation in Ukraine makes these stimuli crucially important for each representative of the nation.

2. Associations and development of an associative experiment

Linguists apply to studying the connection a person – language – society –culture. A person can be considered as a native speaker or a culture bearer. However, an important question concerns eliciting of linguistic consciousness of a person, though hidden from the direct observation. Thus, it is efficient to use experimental methods to reveal these interactions of linguistic, sociopsychological and cultural phenomena. The application of the associative experiment is reasonable enough for these aims. Through such an experiment the entire previous verbal and nonverbal experience of native speakers can be revealed. "The structure of an associative verbal network objectively belongs … to the culture as a system of consciousness because the world is represented to each person through a system of meanings which determines the perception of the real world" *(Ufimtseva, 2014)*.

The word association has its own methodological qualities: the task is generally very easy to administrate *(Thwaites, 2018: 16)*. The usage of a written form provides the researcher with information about thoughts, ideas, feelings, attitudes and motives of people's activities and behavior through its availability and universality *(Suimenko, n.d.)*. The word association experiment meets the requirements of empirical study. "The task continues to yield valuable insights, even as its fundamental nature is disputed" *(Thwaites, 2018: 17)*.

Association is a dynamic temporal nerve connection between two or more mental phenomena (feelings, ideas, emotions, thoughts, images, etc.), as well as their designations in language that is formed under certain conditions on the basis of subjective response to the stimuli *(Selivanova, 2010: 44)*.

While developing an associative experiment in psycholinguistics researchers should follow some particular stages: define research aims; identify the population and the sample; decide how to collect the replies; design a questionnaire; run a pilot survey; carry out the main experiment; analyze the data *(Burgess, 2001; Suimenko, n.d.)*.

To define research aims is a crucially important step many scientists pay little attention to *(Panina, 2001)*. For any empirical study it is necessary to outline the subject and for what reason it should be examined *(Panina, 2001)*. The exact formulation of problem matter is rather a difficult creative task which is challenging for a scholar. However, it should be executive in the first place otherwise the research has no grounds to use it as basis. The questionnaire design must be sufficient enough for the needs of the research because wrong questions may lead to the inadequate data and inadequate inferences from the data. All theoretical base and the focus, analysis methods of the study are to be known before data collection *(Burgess, 2001)*.

The second stage focuses on population, all the members of the group the researcher intends to study *(Burgess, 2001)*. It is quite effortful and sometimes impossible to examine the whole population, so it is necessary to pick out a sample, a sub-set.

During the third stage the question arises whether the survey is to be completed by the recipient directly or through an interviewer *(Burgess, 2001)*. A questionnaire experiment or self-administrated survey is characterized by the absence of direct contact between a correspondent and a respondent. While applying such a method researchers can receive some data only from verbal behavior of a person *(Suimenko, n.d.)*.

According to many scientific works on questionnaire developing *(Suimenko, n.d.; Burgess, 2001; Panina, 2001)* it is specified by a particular structure. The lay out consists of a title, brief introductory statement, the main part and a socio-demographic passport *(Suimenko, n.d.)*. In the latter some information (age, gender, profession etc.) is given that can be used as an additional criterion for the research. In a self-administered survey introductory statement is to be put before the main questions. It includes general instructions with the requirements on how to fill in the questionnaire, the necessity of reacting to all the stimuli given below *(Panina, 2001)*. The way of representation of the questionnaire is very important for recipient to treat it positively: quality of paper, font, structure, design matter for the recipients' perception *(Suimenko, n.d.; Burgess, 2001; Panina, 2001)*. "Polographic, technical and esthetic design of the questionnaire increases the interest, responsibility and quality of work for interviewers and respondents" *(Panina, 2001)*. A small font can make the questionnaire look shorter and otherwise inconvenient for reading. Usage of italics and bold types, underlining, spaces, structured passages suit a researcher well to make an impact on respondents *(Burgess, 2001)*.

For appropriate results questionnaire design should consists of two steps. “The first step is to construct a questionnaire on the base of available knowledge about the subject of studying that is connected with the current state of the problem” *(Suimenko, n.d.)*. On the second step mistakes of the questionnaire are to be corrected and amendments are to be made after the pilot survey completion *(Suimenko, n.d.; Burgess, 2001)*. It helps to “maximize response rate and minimize error rate on answers”).

Developing methodological issues concerning questionnaire surveys, it is essential to pay special attention on avoiding amendments that can arise during conducting the experiment. Y. Suyimenko points out three main reasons of the disadvantages of this method: ontological reason, psychological reason and technical reason.

In technical terms, the questionnaire can contain mistakes, misprints, excess questions or instructions, wrong structure or other faults that produces erroneous or inadequate reactions of recipients *(Suimenko, n.d.)*.

Problems concerning psychological aspects vary immensely due to recipients. They can be caused by environmental factors such as weather, conditions, time, by the recipient’s mood, their perception of the world, attitude towards the interview etc. *(Krosnick & Presser, 2009)*. Great amount of different psychological criteria cannot be taken into account and solved owing to its elemental nature or individual characteristics. In general respondents have no intention to lie while filling the questionnaire, however, social biases may lead to misreporting.” On questions about socially desirable (or undesirable) matters, however, there are grounds for expecting such misreporting” *(Krosnick & Presser, 2009: 37)*. If the questionnaire refers to social, political, cultural, religious items that tend to be interpreted in a certain way from the view point of the group the recipient belongs to, responses may have nothing in common with internal physiological patterns of the recipient but reveal only traditional or established believes or ideas of their group. Representing of such bias may be conscious and intentional to seem up-to-date and aware person or even unconscious. To avoid false reactions and reduce social desirability response bias it is suggested to eliminate the interviewer or least their awareness of the respondent’s answer *(Krosnick & Presser, 2009: 39)*. This point may be achieved by offering anonymity on self-administered questionnaires.

Due to ontological reasons misreporting may occur. The real behavior of people never completely coincides with their comprehension of it *(Suimenko, n.d.)*. So the responses may illuminate no objective reality owing to people’s inability to be aware of their true nature and realize themselves in exact way.

While developing an associative experiment in psycholinguistics researchers should follow some particular stages: define research aims; identify the population and the sample; decide how to collect the replies; design a questionnaire; run a pilot survey; carry out the main experiment; analyze the data *(Suimenko, n.d.; Burgess, 2001)*.

3. The experiment with Ukrainian humanities students

For studying the place of such lexical units as PEACE and WAR in the linguistic consciousness of Ukrainian humanities students psycholinguistic associate experiment was held. For the sample students of the philology school of V. N. Karazin Kharkiv National University were chosen. Freshmen, sophomores, third-year and fourth-year students were involved in the research. The whole number of the recipients is a hundred. They were invited to fill the questionnaire with their responses. To reduce the impact of the examiner the questionnaire was designed as self-administered and anonymous. It has conventional structure, which contains a title, an address, an introductory statement, the main part and the words of gratitude on the bottom of the page. In the introductory statement the students were asked to write down several associations on two stimuli "Peace" and "War" in the order of their occurrence. They were also encouraged to take down reaction on the two stimuli in order the researcher might elicit the very essence of these notions. Different font type and size were used to make the questionnaire more convenient for perception; e.g. as for the stimuli, they were bigger than the other parts of the questionnaire to underline their importance and the word "**several**" is printed in bold for emphasizing the necessity of responding by more than one word. All the parts of the questionnaire are logically separated from each other. Owing to the results of this survey a disadvantage of the questionnaire was revealed. Due to the bilingual characteristic of the Ukrainian students, they speak both Ukrainian and Russian, some students used the Russian language in their associations written down. On account of the specialization of the study such results exposed the necessity of adding a statement of using only Ukrainian while responding to the stimuli.

On carrying out the main experiment 1086 associations were given, stimuli "Peace" and "War" obtained 530 and 556 reactions, respectively. The number of responses on both stimuli is close to equality that proves the fact of their similar importance for the recipients. The fact of occupying the significant place in their linguistic picture of the world is shown by absence of refusing to react which means that both stimuli stir up associating process in recipients' minds. More responses were represented by a single word rather than by phrases or combinations of words.

4. PEACE stimulus

This stimulus received 530 reactions which contains 184 different associations. 482 responses were given by a single word *(сміх – laugh; допомога – help; ілюзія – illusion; надія – hope; єдність – unity)* and 48 of them contain more than one word, among them word-combinations (*ясне небо – clear sky; щасливі люди – happy people; повітряні кульки – balloons; яскраві кольори – bright colors),* descriptive sentences (*коли немає певних суперечок між людьми – when there is no arguing between people*) or part of nominal compound sentence *(любов до всього, що тебе оточує – love to everything that surrounds you)* were met.

To determine the response probability of the reactions the strength of association measured by counting the number of people who produce each response is then divided by the sample size *(Nelson, McEvoy & Dennis, 2012)*. Associations *спокій (calmness), щастя (happiness), любов (love) and радість (joy)* have the highest value of response probability: 0,48; 0,38; 0,25 and 0,25 respectively. The other reactions' values were lower than 0,16 and 154 reactions obtain 0,1 value of response probability.

On analyzing the semantic component of the associations, the following findings can be made: there are two main tendencies of reactions on stimulus PEACE. Most responses concern feelings or visualization of peaceful time *(любов – love; безтурботність – carelessness; натхнення – inspiration; посмішки – smiles; радість життя – joy of life; свято – holiday; люди навколо – people around; гарна погода – good weather).*

More than a half of the whole number of the recipients gave reactions associating with calmness. The most frequent association in this group спокій (calmness), which has the biggest value of response probability, became the most frequent association for the whole sample. Other reactions with lexeme спокій were also produced*: спокій на душі – inner peace; суспільний та душевний спокій – social and mental calmness.* Such way of associating stimulus PEACE can be connected with word WAR with opposite meaning that can bring worry and anxiety because semantic meaning of such notions as peace, calmness etc. is difficult to understand without references to their antonyms *(Bilodid, n.d.)*. Another group of reactions which can be produced only on condition that their opposites (e.g. attacks, danger etc.) exist in the linguistic picture of the world of the recipients involves such response as *захист (defense), безпека (safety), захищеність (security)* etc.

The second biggest group of feeling/emotions associations consists of reactions that stand for happiness and joy. It involves lexeme щастя (happiness) with high response probability and others *(весела пісня – funny song; посмішки на щасливих обличчях – smiles on happy faces; щасливі люди – happy people; щасливе майбутнє – happy future)*.

Among researchers the links between notions and colors are promising for studying: some notions may associate with a certain color in human mind, and vice versa, a color can produce a certain notion as an association *(Savchuk & Halunova, 2019)*. The stimulus received no definite color word response but different ones, this fact proves that color reacting is an individual process without common or established characteristics. The recipients connect PEACE with white, blue, green and red colors *(білий колір – white color, блакить – azure, голубий – blue, зелений – green, зелена трава – green grass, червоний – red)* and with colorfulness (*барви – colors, яскраві кольори – bright colors)*.

Nowadays media tends to use different pictures and images while talking about current Ukraine situation. The main image that concerns prolonged war or the advent of peace is a child. Happy children with smiles on their faces became the embodiment of cessation of hostilities. Besides the fact that the recipients are representative of independent Ukraine, remains of old culture and layer of modern traditions and views still have mixing impact on their ideas and opinions. This fact can explain occurrence of associations concerned with children *(діти – children; дитячий сміх – children's laugh; посмішка дитини – a child's smile; посмішка на обличчі дитини – a smile on a child's face),* though students are mostly childless representatives of society.

The recipients emphasize that PEACE is just an object and there should be two or more subjects are not at enmity. It is shown by reactions *співпраця (collaboration), взаєморозуміння (common understanding), потискання рук (handshaking)*.

The metaphor image associating with PEACE is the sky. There is a common tradition in Ukraine to wish a peaceful sky above that can produce associations connected with the sky, the sun and *clouds (небо – the sky; сонце – the sun; ясне небо – clear sky; білі хмарки-white clods; блакитне небо – blue sky; сонячне світло – sunshine; хмари – clouds)*. Some reactions are references to established signs or attributes of peace such as *(голуба; голуб; трубка)*. Another metaphor linked with PEACE is flowers or blossom (квіти – flowers; поле квітів – a field of flowers; цвітіння – blossom; розквіт – flourishing). It can be explained by comparison that PEACE prevails after WAR like spring with its blossom after winter.

5. WAR stimulus

556 responses were given on this stimulus, among them 218 different reactions were represented. The recipients wrote 531 reactions as a single word and 21 associations consist more than one word (such as: *політичне становище – political situation, точка неповоротності – the point of no return, відсутність щастя – absence of happiness;* descriptive sentences: *коли виникають певні конфлікти – when certain conflicts occur*).

The most frequent associations with the highest values of response probability are *смерть (death)* with 0,48, *сльози (tears)* with 0,31, *біль (pain)* with 0,29 and *кров (blood)* with 0,25.

An inextricable link between WAR and death is represented by more than half of the whole number of recipients *(смерть – death; могили – graves; трупи – corpses)*. The students associate this stimulus not only with death as a phenomenon but also with its consequences *(загиблі – the deceased; жертви – victims; кістки – bones, мертві – dead people)*. The image of dead or suffering people produces reactions connected with blood *(кров – blood; багато крові – a lot of blood; криваві жертви – blood sacrifices)*.

Given reactions prove the fact that certain consequences of WAR are obvious for the respondents, and the main their manifestation is destruction of the environment, the country, the nation in general and mundane routine and people's lives in particular *(розруха – devastation; руїни – ruins; вбивство – a murder; зникнення нації – nation extinction, занепад держави – state decline; винищення- – extermination; зруйновані дома – destroyed houses; зруйновані сім'ї – ruined families)*.

The semantic meaning, which is recorded in the dictionary *(Bilodid, n.d.)* is connected with a lot of given associations. WAR is considered a conflict that can take different forms or scales *(сварка – arguing; бійка – scuffle; бій – fight; баталії – battle; конфлікт – conflict)*. Some reactions present the stimulus as an armed fighting (*зброя – arms; бомба – a bomb; танки – tanks; гармати – cannons; боєприпаси – ammunition; вистріли – shots)* associated with military activities *(військові дії – military actions; військові – the military; солдат – a soldier; форма – a uniform)*.

Some references to war elicit from the respondents' memory particular events and their participants thereby producing reactions with proper names *(Донбас – Donbas; Україна – Ukraine; Росія – Russia; Америка – America; Іран – Iran; СССР – the USSR)*. Taking into account the fact that the recipients are citizens of Ukraine such responses *Донбас (Donbas); Україна (Ukraine) and Росія (Russia)* are not of singular occurrence.

Great amount of reactions show feelings and emotions which the stimulus arouses in people's mind *(страждання – suffering; агресія – aggression; ворожість – hostility; жах – terror; жаль – compassion; смуток – sadness; втома – fatigue; злість – anger; скорбота – sorrow)*. It is important to point out that no responses with positive or even neutral connotation concerning feelings were given.

The metaphor representation of WAR has the similar images as PEACE – the sky and children but with antipodal characteristics. To oppose the clear sky associations with dark sky were given (темне небо – dark sky; black sky – чорне небо; сіре небо – grey sky). Children are depicted as the most vulnerable sector of population (діти – children; діти без батьків – children without parents; діти, що плачуть – crying children; сироти – orphans).

The stimulus stirs up associations that concerns colors. They are *black* and *grey (чорний – black; чорне небо – black sky; сірість – grey color),* which can refer to negative emotions (terror or sadness) or to environmental changes (dirt, dust, destroyed buildings), and *red (червоний)* which is obviously associated with blood.

6. Conclusions

Thus, stimuli PEACE and WAR occupy a significant place in the linguistic consciousness of Ukrainian humanities students. The associations show that these two phenomena are linked inextricably in their minds and can exist only opposing each other. The number of reactions with values of response probability that are higher than 0,1 represent that students have similar ideas and views towards WAR and PEACE. This fact demonstrates that cultural, social and political events have a great impact on forming of linguistic consciousness in the minds of nowadays youths. On analyzing the semantic component of given responses, we can make a conclusion that the absence of reactions concerned with objects or personal events of mundane life proves that the students percept PEACE and WAR not through their own experiences but through the experience of their nation and their country. Considering current social and political situation in Ukraine, the research of peace and war concepts is promising enough.

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FACTORS OF A HEALTHY WAY OF LIFE OF UKRAINIAN SCHOOLCHILDREN IN INSTITUTION OF GENERAL SECONDARY EDUCATION

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Summary

The article analyzes the factors influencing the formation of a healthy lifestyle of schoolchildren in **institution of general secondary education** ZZSO. The role of the health of the conservation environment is noted. Regulatory documents and research on the culture of health and psychological health of the individual are analyzed. The state of the organization of the health of the conservation environment in ZZSO and the factors that negatively affect the psychological health of students in ZZSO: the shift of landmarks from moral family values to the material and social situation in society; uncontrolled use of media and Internet resources by students and adolescents; limited motor activity of students (hypodynamics); lack of systematic and purposeful work on the prevention of unhealthy habits (smoking, alcohol, drugs, gambling and Internet addiction and other deviations).

Solving the problem of maintaining the health of children and adolescents, teaching a healthy lifestyle, taking into account the factors of a healthy lifestyle of schoolchildren and pupils requires joint attention: teachers, doctors, parents, members of the public. A special place and responsibility for health activities is given to the domestic modern educational system, which should make the educational process healthy.

Keywords: health, healthy lifestyle, environment, pupils.

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Introduction

Tetiana Bakhteieva, the Head of the Committee of Verkhovna Rada of Ukraine (literally Supreme Council of Ukraine) on Public Health, Medical Assistance and Medical Insurance in the course of parliamentary hearings "Health 2020" noted that, based on data of the World Health Organization, a lifestyle is the most significant factor determining the health condition of a person [A person's health condition for 50% depends on their lifestyle – WHO]. Thus, at the present time in the 21st century, the primary goal of the state, the community, and educational institutions is to form a harmonious personality that is healthy physically and spiritually.

Yu. Boichuk notes the existence of over 450 definitions of the concept of "health" *(Boichuk, 2018)*. *Health* is the state of complete physical, mental, and social well-being. Health is a harmonious unity of biological and social qualities, predetermined by inborn and acquired biological and social factors (a disease violates this unity and harmony).

A healthy lifestyle is "a condition of optimal body functioning" and usage of own life potential *(Pidborskyi, 2016)*. Among the factors affecting the condition of health are the external environment, sanitary and hygienic living and studying conditions, etc.

Health preserving environment is the priority of the health-improving objective of the educational process in institutions of general secondary education (hereinafter referred to as

IGSE) in the conditions of the New Ukrainian School. Therefore, the tasks of IGSE today include the following: formation of students' conscious attitude to life and health; development of healthy lifestyle skills in students; formation of health-preserving competence of school children. The health of children and youth is one of the components of national development in Ukraine. At the legislative level, this is provided for by the Laws of Ukraine "On Education," "On General Secondary Education," "On Extracurricular Education," "The Concept of the New Ukrainian School" and others. They provide for the formation of a healthy lifestyle and the provision of conditions for the physical and psycho-emotional development of the individual. The task of IGSE is to form a conscious attitude to the health of oneself and the health of other people as the highest social value, as well as to develop hygienic skills and principles of a healthy lifestyle, maintaining and strengthening the physical and mental health of students (pupils), etc.

The main text

We agree with the opinion of V. Kornatskyi that Ukrainians have health problems, that "the current condition of health and lifestyle of children and young people are a threat to the future of our country. Today, one in five children is born with a certain medical condition. Chronic diseases of the heart, spine, eye diseases, neuroses, obesity, etc. progress rapidly in the younger generation." *(Kornatskyi, n.d.).*

The formation of a healthy lifestyle in students and young people is one of the leading roles of the state. After all, the health of young people is one of the most important indicators of the country's development in general. One of the factors, signaling about the deterioration of health among students and young people, is the low level of motivation to preserve and maintain a good health condition, its rational formation and strengthening throughout life; therefore, life skills training is the necessary element of quality national education that will promote the appearance of competitive graduates in the employment and labor market. IGSE graduates in conditions of NUS implementation need to acquire psychosocial skills: think critically and creatively, adequately perceive themselves and the environment, make informed decisions, build constructive interpersonal relationships, work in a team, demonstrate leadership skills, interest and motivate others, solve problems and manage stress levels.

Health is the main wealth. A person who is not bothered by illnesses, who feels well, stays young and productive longer. The World Health Association (WHO) notes that health is the well-being of the body, mind, spirit, social ties, and the environment. Therefore, health care is one of the main tasks of every person, regardless of age, interests, wealth, and place of residence.

The global strategies of WHO, UNESCO, UNICEF promoting the health of children and adolescents are based on a holistic 8-component model of a child-friendly school environment: teaching students to maintain a healthy lifestyle; physical education lessons, extracurricular physical activity; school medical service; school meals and the availability of respective infrastructure; counseling, psychological and social aid; safe physical and socio-psychological environment; training of school staff on health and healthy living; involvement of parents and community.

Research historiography

A number of meaningful scientific researches has been devoted to the preservation and improvement of health of school children and young people, namely the researched by M. Bashmakov, Ya. Berehovyi, H. Spicenko, A. Tsymbalaru, V. Shypko, V. Kovalko, M. Malashenko.

The improvement of health in health-promoting learning environment, the improvement of health in school children have been described in the works of Yu. Boichuk, M. Honcharenko, K. Huz, V. Ilchenko, A. Liashenko, P. Matviienko, V. Moliako, N. Denysenko, H. Nikiforova, N. Bibik, O. Savchenko, O. Bondarenko, V. Nesterenko, V. Sydorenko and others.

At the present time, education should shape the personality "on the basis of life skills" proposed by WHO (World Health Organization), UNICEF (United Nations Children's Fund), UNESCO (United Nations Educational, Scientific and Cultural Organization), World Bank at the World Education Forum *(Dakar, Senegal, 2000)*. Life skills (as defined by the WHO) are the ability to adaptive and positive behavior, which allows you to effectively cope with the demands and problems of everyday life.

Table 1

Components and indicators of human health

Components of human health	Indicators
Physical health	– a state of physical strength and well-being in which the body properly performs its functions; when the indicators of the main systems are within the physiological norm and change adequately during human interaction with the environment; includes such factors as individual features of anatomical structure of a body, physiological functions of an organism in various conditions of rest, movement, environment, genetic heritage, level of physical development of organs and systems of an organism.
Psychological health of human	– psychological health characterizes the individual as a whole, is directly related to the demonstration of the human spirit and allows us to highlight the actual psychological aspect of the problem of mental health. According to I. Dubrovina, the basis of psychological health is full-fledged mental development at all stages of a child's growth. The field of mental health includes individual features of mental processes and human characteristics, such as excitability, emotionality, sensitivity
Emotional and spiritual health	– depend on the spiritual world of the individual, due to their relationship with such components as education, science, religion, morality, ethics. This is a person's consciousness, their mentality, vital self-identification, attitude to the meaning of life, assessment of the implementation of their own abilities and capabilities – all this determines the state of spiritual and emotional health of the individual. This is the ability to manage their experiences, attitudes towards themselves, friends and the needs of life, and so on.
Social health	– related to social and economic factors, family relationships, various social structures (place of study/work, leisure, life, level of social protection, health, safety, etc.). It is significantly influenced by risky behavior, social status, place of residence and social environment; respect for the spiritual values of their family, people, all humanity.
Intellectual health	– covers the norm of the structural and functional basis of intelligence demonstrated in the normal solution of various problems of verbal-logical and logical-algorithmic interaction with the environment;

The new educational standards, which the New Ukrainian School is based on, take into account the "Recommendations of the European Parliament and the Council of Europe on the Formation of Key Competences in Lifelong Learning" (2006), and guide teachers to develop ten key competencies, namely, communication using official state language (and native language, if different); communication in foreign languages; mathematical literacy; competence in natural sciences and technologies; information and digital competence; ability to learn throughout life; social and civic competencies; entrepreneurship; general cultural literacy; environmental literacy and healthy living.

The purpose of the educational field "Health and Physical Culture" in the context of NUS is "the development of health conservation competence by students acquiring skills to maintain, strengthen, use health and care for it, readiness to act in emergencies."

Scientists argue that today the condition for improving and strengthening the health of students is to create a healthy environment: the optimal combination of methods, forms, means of teaching and education, taking into account the age peculiarities of students. In the 21st century it is important to use innovative methods and teaching aids, to form the formation of key and subject competencies of students, to teach them to adhere to the motor activity. An important component of health promotion is also to provide an emotionally favorable atmosphere for learning and forming a health culture in students and their parents.

Thus, personal health is self-improvement and self-development, self-esteem and the freedom to be a personality. Health is a state of self-regulation of the body, the mutually coordinated action of all components of human health: spiritual, social, psychological, intellectual, emotional, physical and personal. They are equally important and should be considered in conjunction.

Healthy life-style in the 21st century

A healthy lifestyle is an increase in productivity in all spheres of life, the formation of a value system *(Erasov, 2000)*. It is the organization of personal activities aimed at strengthening and developing personal and public health. Our well-being and productivity are a balance of energy consumption and energy replenishment, training, work and physical activity, sports, etc. It is important to take care of the formation, preservation and strengthening of own (individual) and public health. For example, sleep has a special role. Healthy, proper sleep is the most effective way of optimal recovery and detoxification, given to us by nature. It is proved that without sleep, accumulating energy losses, a person gradually loses physical fitness. It reduces the body's protective functions, including immunity. Such person runs the risk of getting sick. In this case, the body and the mind suffer because the ability to perceive, process and reproduce information qualitatively decreases.

Therefore, healthy sleep, adherence to the daily routine, affects human health, and involves compliance with the basic rules of life, in particular, adherence to a proper daily routine, nutrition and physical activity.

The most important components of teaching a healthy lifestyle, which is based on life skills – to learn to acquire knowledge, learn to be yourself, learn to live together, learn to act (Order of the Ministry of Education and Science of Ukraine No. 998 of December 31, 2004) *(On Approval of Conceptual Principles, 2004)*. The concept of personality-oriented competence training and education, takes into account the age and individual characteristics of students and is carried out through the use of interactive and active (training, games, etc.) technologies.

An important factor in the development of children's mental health is the presence of such qualities as love of life, cheerfulness and sense of humor in adults who surround the child (parents and teachers). The presence of this determines the optimal conditions for the development of children's psychological health.

Table 2

Compounds and priorities of a healthy life-style in the 21st century

Compounds of a healthy life-style	Values, means, stimuli
Awareness of the value of health and understanding of health not only as a state of absence of disease or physical or other special needs of life	The idea of the priority of the value of health in the worldview of human values, the appropriate mental attitude, a state of a complete well-being
The idea of entire understanding of health as a phenomenon	Which inextricably combines its four spheres – physical, mental, social, spiritual
Absence of bad habits	Tobacco, alcohol, drug addiction, dangerous sexual intercourse
Access to well-balanced diet, balanced nutrition	Quality drinking water, the required amount of vitamins, trace elements, proteins, fats, carbohydrates, special products and food additives
Domestic condition	Quality of housing, conditions for passive and active recreation, level of mental and physical security
Terms of work	Safety not only in the physical but also in the mental aspect, the availability of incentives and conditions for professional development
Movement activity	Use of means of physical culture and sports, various systems of improvement directed on increase of level of physical development, its support, recovery after physical and mental loads

Formation of a healthy life-style and health factors. The formation of a healthy life-style today is interpreted as a process of introducing efforts to improve health and well-being in general, in particular effective programs, services, policies that can support and improve existing levels of health *(Shchurova, 2016: 334–336)*. A healthy life-style is a way of life of a person, the purpose of which is to form, maintain and strengthen health; associated with the level of culture of society and the individual, with the formation of needs and health-preserving social, civic competencies, motivation to maintain and strengthen health, etc. *(Shevireva, 2017: 402–407)*.

Forming a healthy life-style and creating a healthy environment. Modern times require the creation of a healthy environment in IGSE and the formation of key competencies in students that promote health in the process of life. Therefore, the cooperation between IGSE and the family should begin with the study of the microclimate and conditions of family upbringing, the educational potential of the family, the nature, type of relationship between parents and children, joint leisure of family members, forms and methods used by parents in raising children, determining the readiness of parents to interact with the school, etc. *(Pidborsky, 2016)*.

Both parents and teachers play an important role in maintaining and promoting the health of students and adolescents. Relevant work can be carried out in the following directions: formation of a healthy, friendly, cohesive class team with a favorable psychological climate; creating conditions for self-knowledge and self-development of each child, i.e. the development of the student's personality, creating a situation of success in extracurricular activities; organization of student self-government; education of moral values, patriotism; carrying out preventive measures with the involvement of specialists of different levels; organization of joint events with parents.

Table 3

Factors affecting the health condition

Factors	Interpretation
Environment	Health depends on the condition of the environment
Genetic factor	heredity
Life-style and sanitary and hygienic living and studying conditions	optimal organization of the life process (according to age, gender, individual characteristics and hygienic norms);
Shifting the benchmarks from moral family values to the material and social situation in society;	B. Erasov singles out the following types of values: living rooms – life, health, safety, well-being, natural environment, social – status, position, diligence, family, profession, ability to achieve; political – legality, civil liberty, order; moral – good, love, friendship, honor, justice, mutual assistance; religious – faith, God, church, salvation; aesthetic – beauty, ideal, style, harmony, traditions, cultural identity, etc.
Lack of systematic and purposeful work on prevention of unhealthy habits;	smoking, alcohol, drugs, gambling and Internet addiction and other deviations
Uncontrolled use of media and Internet resources by adolescent students;	Cyberbullying, social networks, etc.
Limited motor activity of students (hypodynamics);	Hypodynamia – a common problem today, when people do not move much, spend a lot of time in a sitting or lying position, suffer from obesity
Increasing the amount of study load on the learner	leads to fatigue, stress;
Imperfection of curricula and methods of conservation health in IGSE	Implementation of integrated classes "Fundamentals of Health", "Physical Education"

It is important to carry out prevention of hypodynamia both in IGSE and at home. Motion is life. Prevention of hypodynamics should be started from childhood: children should be taught to exercise in the morning, active leisure in the fresh air, taking them to classes in sports sections. Adults should also get involved: walk outside more, play sports, if possible, go to the gym. It is important to teach children to ride a bike, swim, and so on. In shaping the health of students, teachers and parents, physicians and the public can: teach positive self-esteem and acceptance of others (adequate self-esteem); teach reflexive skills (skills of understanding their emotional reactions and the ability to express them in words; empathy); to form the need for self-development (realization of creative needs of the individual); give the child enough attention, love, care.

We agree with domestic scientists that the most important factor for creating health protecting environment is a formation of "skills of rational nutrition"; skills of movement activity and endurance; sanitary and hygienic skills; skills of organization work and leisure organization; skills of self-control; skills of success motivation and will training; skills of stress control; skills of effective communication; skills of conflict prevention; empathy skills; behavior under pressure; cooperation skills; self-awareness and self-esteem skills; definition of life goals and programs; analysis of decision-making problems of students *(Obukhivska et al., 2016: 13–14)*.

We emphasize the importance of mental health, the focus should be on "harmony" which is within the person, and between the person and the environment. Therefore, it is important to maintain an active dynamic balance between the body and the environment. Researchers have shown that a person's mental health depends on a number of factors: proper nutrition, daily routine, being outdoors, physical activity, and so on. But psychological comfort is the most important.

Class “Basics of Healthcare” in IGSE

In domestic schools, the class “Basics of Healthcare” is a system-forming factor in ensuring a favorable environment for students' health. The class “Basics of Healthcare” corresponds to the main directions of education in the 21st century. Among the key areas for the acquisition of competencies (according to UNESCO), it focuses on physical, psychological and social well-being, the development of the ability to learn as a method of learning. The teaching of the subject “Basics of Healthcare” is based on one of the most effective modern pedagogical methods – education based on the development of life and special skills, which aims to form a healthy and prosocial personality, harmoniously combines the functions of learning, education and development of socio-psychological competence student youth.

Health-protection activities of modern IGSE involve the formation of key and subject competencies in students, modernization of the educational process, creating a healthy environment and taking into account the factors influencing the state of health. It is important to create comfortable learning conditions (lesson schedule, oxygen breaks, rest rooms, media libraries, etc.). Creation of physical, physiological, mental comfort for students and cooperation on the basis of pedagogy of partnership in IGSE between parents, teachers and students. It is important to use health techniques that regulate motor activity, and methods of rehabilitation of mental and physical performance. The NUS Concept actualizes the application of multilevel and group training; sets forth the differentiation and individualization of education, and introduces inclusive education. Today, modern technologies of interactive and integrated learning are used. The teacher must ensure the cooperation with students on the “technology of success” and prevent excessive overload of students; focus their activities on the formation of a healthy lifestyle of pupils and students.

The World Health Organization argues that the organization of children's and young people's health education should be special. For health education, an approach that focuses on the individual, on the ways he or she communicates, and on the ability to find common ground with other people is appropriate – an “approach to emotional perception and skills development.” The concept of “life-skills approach” in recent decades in the international scientific circulation defines the modern concept of ensuring healthy psychosocial development of children and youth, prevention of socially dangerous diseases through the formation and development of skills needed in life *(World Health Organization (WHO))*.

The peculiarity of lesson methodology on the fundamentals of health is based on the fact that mastering health competencies requires repeated practice. This process is most effective in the interaction of students working in groups. Therefore, it is necessary to organize practical, playful, individual and collective activities for students, based on the subject-subject interaction of the teacher with students and among students. The structure of lessons on the fundamental of health should be flexible, organically combining educational-cognitive and health-motor activities of students, including different types of dialogue and group cooperation. Emotionality and accessibility of educational material and its visualization are of great importance for the formation of a healthy lifestyle and safe behavior in students.

Modern IGSE use new information technologies in the educational process, students primarily use the computer as a source of information, a means of learning. This work with gadgets, computers involves constant nervous tension, unbalanced diet, lack of culture of using IT technologies, low health in the hierarchy of values of students and youth. There is a need to address issues related to the health of young people, the formation of teachers' responsible attitude to their own health, and the competence to use technologies to preserve the health of students during lessons in primary school. Health-preserving competence means characteristics, properties, aimed at maintaining physical, social, spiritual and mental health of oneself and one's environment. Components of this competence are life skills that promote a healthy lifestyle. The essence of a person's health competence is the ability to apply the skills of a healthy lifestyle and safety of life; to use skills of personal hygiene, prevention of diseases and injuries, safety rules *(Savchenko, 2009: 112)*.

The main tasks of the promotion of a healthy lifestyle and sports among students are the involvement of students and pupils of IGSE in physical culture and sports; increasing students' interest in physical education lessons, basics of health; learning a healthy lifestyle; prevention of offenses and bad habits; involvement of parents, doctors, the public in the organization of health activities.

Conclusions

The concept of "*health*" is interpreted in the modern world not only as the absence of diseases, but also includes certain ways of thinking and behaving that increase the level of general well-being, ensure self-realization and success in life. That is, a healthy lifestyle covers various areas of human life and is implemented through behavior, specific actions, and deeds. It is important to prevent bad habits and diseases, learn to follow the rules of hygiene, etc.

Health-preserving environment is the priority of the health-improving direction of the educational process in IGSE in conditions of NUS, teaching a healthy lifestyle. A healthy lifestyle is a holistic way of life for people, aimed at the harmonious unity of all functions, based on many factors of human life: family, work, leisure. Further lifestyle, promoting the development of personal potential, depends significantly on the success to form and instill conscious skills of a healthy way of life in IGSE.

Therefore, today, care for the health of students, maintaining and improving health within the implementation of NUS Concept is a mandatory objective of each IGSE in the process of cooperation on the basis of pedagogy partnership of teachers, parents, students, doctors, members of the public. "Fundamentals of Health," is a subject in IGSE, which develops life skills favorable to the health, safety, successful socialization and self-realization of students. The condition for the effectiveness of this work is the professionalism of teachers, taking into account various factors of a healthy lifestyle, in particular to teach students to use the abilities of their body, to master the life skills of healthy behavior. It is important to form the values and beliefs of all participants in the educational process, which contribute to the conscious choice of a healthy behavior. The educational process should be aimed at developing health-preserving competencies, training students and pupils to perform practical actions that prevent the formation of diseases and strengthen the whole body, teach hygiene, proper nutrition, necessary physical activity, motor skills; formation of universal values in schoolchildren, formation of the need for a healthy lifestyle. It is important to develop physical abilities in children, encourage them to be physically active on a regular basis, make them ready to defend their Motherland, etc.

The study does not cover all aspects of the problem under research. In the future, it is necessary to pay attention to determining the condition of health among students and pupils, to study the use of modern pedagogical interactive technologies for the formation of healthy competencies in students, to prepare individual development programs for the formation of health values of students with special educational needs.

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PEDAGOGICAL SCIENCES

METHODOLOGY OF ESP TEACHING IN MULTICULTURED UNIVERSITY GROUPS

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Summary

Teaching a foreign language for the specific purposes to the multicultured University students is quite challenging due to the fact that this category of learners is characterized both by numerous peculiarities of mentality, national traditions and general level of background education, nevertheless all the academic group students should fulfill the ESP programme's requirements. The mentioned factors stimulated the teachers of Odessa National I.I. Mechnikov University (Ukraine) to undertake the analytical investigation of: teaching methods and techniques used in the world, so that to estimate their value for ESP; of psychological and psycholinguistic characteristics of the students from different countries – in order to find out the possible ways of creating positive learning atmosphere which would allow every individual to develop his or her personality, as well as to equip all the students with the strategies of learning through team and group work. The primary aim was to find out which method would be the best for ESP teaching to the learners from different national background, the secondary one was to prove the hypothesis that thesaurus-thematic cycles methodology is efficient for developing linguistic and communicative skills of the students in the multicultured groups due to envolving each and every individual into the common goals learning activity. The mentioned above methodology was pioneered by us, its validity having been checked during a decade. The data obtained (test and exam results) demonstrated that the methodology was valuable, one of its merits being the easiness of application both for off-line and for on-line ESP teaching which was of special importance during the COVID-19 quarantine period. The present article discusses the work done, demonstrates real tasks, forms and regimes of work at the faculties of Mathematics, Law, Biology, History, Philology, International Economic Relations and outlines the perspectives of the future investigation.

Keywords: methodology, English for Specific Purposes, multicultured group, thesaurus-thematic cycle, team work.

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1. Introduction

Modern society demands highly-efficient specialist specialists of all fields who are able to work individually or in small groups as well as in transnational companies. Definitely, the productivity of their work depends not only upon the knowledge and practical experience of every individual, but upon the effectiveness of communication while sharing information orally or in written. The communication is sure to be conducted (unless the specialist works in his native land) via one of the global languages: English or German, Spanish or Chinese, French or Arabic etc.

2. Multicultured Students Groups Dominate

School leavers and their parents all over the world thoroughly examine Academic Programmes, Study and Life Facilities, Career Perspectives of different Universities, Institutes and Academies to search the best among them from the point of view of cultural and academic atmosphere, the possibilities for obtaining solid theoretical knowledge and valuable practical experience.

During several decades *Odessa National I.I. Mechnikov University (Odesa, Ukraine) -for short- ONU-* has been constantly viewed by North and South American, Asian, European citizens as one of the decent higher educational establishments in the world. The rating made by the International Projects Centre "European Education" in 2020, ONU has been included in the "Top-20" of higher educational establishments in Ukraine (among 200 which were examined according to different criteria and standards). If in 1990-s in the University faculties there were representatives from several European countries, now the applicants from Bulgaria and Japan, Romania and Vietnam, Georgia and Kazakhstan, Argentina and Turkey, Egypt and China, Israel and India, The USA and Chile follow their wish to be enrolled in its 16 faculties and thus become our students. These multilingual students can get Bachelor's, Master's Degree or write and defend their Thesis at the Post-Graduate course. At the University they study a foreign language (several languages – depending upon the speciality).

3. Programme Requirements and Students Needs

On the one hand, the statistics proves the prestige of obtaining degrees from ONU. On the other hand, these multicultured groups are characterized by the lack of communication skills and habits in the new academic and country environment, by a great discrepancy in their foreign language knowledge, by various mentality and learning strategies. The mentioned above factors are challenging for the foreign language teachers and should be taken into serious consideration when choosing strategies and forms, techniques and regimes of work, as well as teacher's aids, methods and the methodology.

The issues mentioned above have been noticed and investigated by psychologists, linguists, methodologists, specialists in cognitive and applied linguistics both in our country and abroad, the attention being paid to: a) the specific features of the material for learning (I. Berman, T. Serova, R Lerner); b) the stages of linguistic skills development (I. Bim, Zh.Vitlin, M. West, L. Sheldon); c) the peculiarities of reading, writing, speaking, listening and the sequence of exercises to teach these kinds of speech (V. Skalkin, S. Folomkina, Z. Klychnikova, D. Nunan, B. Kumaravadivelu); d) the extrinsic and intrinsic monolingual, bilingual, multilingual learners' motivation (J. Harmer, D. Willis, J. Willis); e) the techniques useful for academic and specific purposes foreign languages teaching (T. Hutchison, A. Waters) and so on. No doubt, all these investigations pave the way to the proper choice and usage of teaching methods and techniques but they neither reflect the needs of concrete academic students groups, especially the multilingual ones, nor mirror the stages to reach the goals that ESP programme sets for particular faculties and specialities within the time allotted for ESP.

The real facts are as follows: the majority of academic students' groups at the faculties of Mathematics, Biology, Law, Philology, International Economic Relations and History are multicultured (Ukrainian, Bulgarian, Turkish, Arabic, Israeli, Chinese, Vietnamese, Georgian, Romanian, Armenian and other nationalities study in them); the term of studying ESP does not exceed 4 semesters; the Programme presuppose for the first-year students the B-1 or B-2 foreign language level, while in reality it is not so (what was demonstrated by the placement tests conducted by English, French, German teachers of ONU in 2010–2019). Acknowledging these facts, the Foreign Language Department teachers set the hypotheses that the Communicative method could be applied for teaching ESP to multicultured groups in case the learners were provided with fresh, valuable for their speciality, interesting materials, proper strategies to develop their linguistic and communicative skills and favorable psycholinguistic conditions to participate in common goals reaching during every lesson.

4. Thesaurus-Thematic Cycle Methodology for ESP

We strongly believe that the 1-st year of studying at the University in a foreign country is crucially important for 2 reasons: those students who are lagging behind in their knowledge of English, who have not acquired the necessary level in reading, listening, writing and speaking and poorly communicate in the foreign country's environment should fill in the gap through abundant individual work and active participation in group activities during the lessons. At the same time, the learners whose English level is B-1 or B-2, should continue increasing their linguistic and communicative potential thanks to the thesaurus-thematic organization of the proficiency-oriented materials for learning.

Our 25-year teaching at the University experience has proved that the Communicative method is the best when we aim to develop linguistic and communicative skills of the students, no matter what volume of active and passive vocabulary they have, what faculty they study at, what narrow specialization of their department is. The methodology which was created by us is inseparable from the communicative method of foreign languages teaching.

The term "thesaurus-thematic cycle" and the methodology of using thesaurus-thematic cycles was introduced by us as far back as 1992 *(Dobrovolska L., 1992)*. The term refers to the learning complex which is presented by 3 authentic texts on similar problem (aspect, device, innovation, technique, theory etc.) and a set of textually-centered tasks, gradation of linguistic and extra-linguistic difficulties is observed from one text to the next one, from one cycle to the following ones, and reading these texts that are actual, urgent, interesting, valuable from the standpoint of the learner's would-be profession, with different purposes – increases the learner's thesaurus and develops his/her skills in all kinds of speech activity. The principles of texts selection, the criteria of linguistic and extra-linguistic difficulties in them, the steps for creating the tasks in each cycle and many other relevant issues are described in detail in our Theses and do not need to be repeated within the frames of the present article.

Below some important, in our understanding, remarks from the teaching experience are given to illustrate the work in multilingual and multicultured students' groups.

It stands to reason, especially during the second week to use at the lessons those mini-presentations (3–4 minutes) which all students had been requested to make so that to introduce themselves. One important condition for making the presentation was mentioning the most important, interesting facts about the student's country and town. Slide show was accompanied with short information on the part of the students, and even the most timid and shy individuals (from Vietnam, China, Japan, India) felt comfortable in the new learning environment and gradually could overcome the psychological barrier of speaking English in public. The students with the advanced knowledge of the language liked to make such presentations too and eagerly listened to their fellow students from different parts of the world. The atmosphere of understanding and mutual respect started to be formed.

Bearing in mind that nowadays learners often prefer various gadgets, devices and information technologies to paper books and can search the net if they need to find some verbal, pictographic or ideographic information, we welcomed usage of gadgets during English lessons long before 2020, when Ukrainian and foreign Universities had to transfer to on-line educational platforms and gadgets became absolutely necessary for every student and teacher.

The introduction of European credit-modular system standards of education allowed the ONU teachers continue of thesaurus-thematic cycles methodolody as the latter answered the requirements of setting the material into theme-related units, which could easily be incorporated in the course of studying English due to their flexible character (texts were selected by the teacher from the Internet resourse, publications in special scientific journals and supplied with the tasks from the "bank of tasks and exercises" which had been created by us. The English language complexes (Navigate, Keynote, Outcomes, Premium, Language Leader) used at different faculties were not neglected, but topically supplied with the current materials necessary for the needs of our students. As the textual materials differed from faculty to faculty we suppose that more vivid examples can be given in this article via the regimes and forms of work, and tasks to the texts.

When evaluating the students' initial knowledge of English we noticed that the majority of them lack the habits of reading authentic texts, skills of finding in any text, even the adapted one, the answers to the so-called "prognostic questions". To overcome this drawback, during the lesson the teacher projected one of the authentic texts from the thesaurus-thematic cycle on the screen in such a way, that not the whole article (text) would appear, but its part – some paragraphs. The students could see after the part of the text 3 variants of the prognostic answers. After the discussion –what choice was correct- the continuation of the text was shown. Here are some examples: It is implied in the passage that Which of the following is implied in the next paragraph of the text are given)?; The paragraph N… preceding the passage most probably discussed; The consequence of the information from the paragraph may be as follows (answers are given); Which of the mentioned above is most likely the topic of the following paragraph (variants of answers are given)?

Some more items from our work:

The article found by the teacher was devided into 5–8 parts. Each student from the group got (by mail or Viber) only one part for reading at home. At the lesson the students had to work in small groups so that to share the information with everybody from his or her group. Only English was allowed to be used, but students could prove or affirm their utterences with the notes they had made while reading the text at home. After discussing the material the group wrote the gist of the whole text. The gists were read and the best one chosen.

What students liked to do was their own surfing the net so that to find the article on a particular topic of the module and send it to all the students (and the teacher) from the group. The tasks to the article were sent by the teacher, they were identical for everybody, but required students' cooperation before the next lesson on this topic:

– copy out the most important facts/information. Share the most important, in your opinion, passages with your fellow students (email or send by Viber). Get ready for discussing the article at the lesson.

– read the article, make the plan for retelling. Send the plan to 2 or 3 of your fellow students. Ask them to make the same and send their plans вack to you. Compare the plans and choose the best one. Be ready to speak according to the best plan.

– rearrange the textual information in the form of short sentences. Underline in each sentence the terms and write your own sentences with these terms on the topic of the article. Be ready to retell the article using your own sentences.

The other task, which especially the students from Ukraine, China, Japan, Vietnam, Egypt were fond of, are given below:

– make a presentation for the group on the topic of the article (additional materials in English are welcome). Try to incorporate visual aids (pictures, graphs, charts etc.) to facilitate the students' comprehension of the material. Be ready to answer the questions after your presentation.

–make a list of the terms used in the article. Share the terms with your fellow students. Be ready to give the derivatives of the words, using suffixes and prefixes. Write the derivatives and their translation in Ukrainian and your mother tongue, memorize them. Retell the article using as many derivatives as possible.

When doing such tasks all the students felt their responsibility before the group and valued the chance to participate in a common work. In the long run, different tasks, regimes of work, cooperative efforts at the lessons and in on-line work consolidated the students' groups and helped every student to be accommodated in the team of mutually minded individuals, who were sharing the atmosphere of joy while acquiring learning strategies and polishing their English.

For the completion of the thesaurus-thematic cycle we practiced giving the multiple choice tests, their vocabulary and grammar coinciding with the ones that had been learned in the module. The tests were made on the textual material. The students had to read the text and do the tasks in written during 15–20 minutes. Some examples are below (every question had 3 variants of the answer):

1) Which of the following is the best title of the text?
2) In line… the expression "…" is closest in the meaning to
3) The paragraph preceding line… is mainly about
4) The next paragraph discusses the consequences of
5) What is the main idea of the text?
6) Choose the best answer to the following question
7) The author's main point is that
8) It is not mentioned in the text if / when/ how
9) What type of information is included in the paragraph N (variants are: a definition, an opinion, an argument)?
10) The article might be used in the course of studying the following discipline…

From time to time at the lessons we used tests "Close", certainly composed on the authentic material in the specialization field of the students.

5. Conclusions

Our investigation confirmed the hypotheses that teaching ESP in multicultured students groups is efficient within the Communicative method of teaching in case the Credit-Modular

System is grounded on Thesaurus-Thematic Cycle methodology. It turned out to be beneficial from the psychological point of view as the students were equal "subjects", not "objects" of education, upbringing and development; they eagerly learned English through sharing knowledge and cooperation.

When it was compulsory to transfer to on-line studying, we found it easy due to the mentioned above methodology too. We worked during the last academic year on-line, either on the platform ZOOM or Viber, or via email, widely using Google Forms for testing the knowledge of the material learned by the students of the faculties of Mathematics, Biology, Law, Philology, International Economic Relations and History. Many forms of individual, team and group work were interesting- by themselves- for the learners, because the latter managed at the lessons of English to develop their professional thesaurus, acquire new learning strategies which could be applied not only at the University, but in their future profession as well. The motivation of learning in the atmosphere of mutual understanding, respect and support increased, and the results of the sessions (during 2010–2020) were very good.

The perspectives of our investigation we see in creating the course of English for post-graduate foreign students.

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THE ISSUE OF READINESS FOR PROFESSIONAL ACTIVITY: THEORETICAL ASPECTS

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Summary

The article presents an analysis of theoretical psychological and pedagogical research by domestic and foreign scientists devoted to the issue of readiness for professional activity; highlights works in which the types (moral, psychological, command, authoritative, creative, communicative) and varieties (preliminary, premature, potential, direct, instantaneous, situational) of readiness are singled out. General concepts of the interpretation of readiness for professional activity in the psychological, pedagogical and military spheres are characterized. A distinction has been made between the various definitions relating to the training and readiness of future servicemen. The general algorithm of professional development of future officers is highlighted and the levels of readiness for professional activity are singled out: hyberbolized, optimal, reduced and unpreparedness as the lowest level. The nature and structure of readiness for professional activity are defined and theoretically substantiated.

Keywords: development, quality, pedagogical activity, formation for professional activity, psychological and pedagogical problem, components.

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Introduction

Society needs highly qualified, competitive specialists who are characterized by competence, business perseverance, ability to take risks and make independent decisions, that is, persons who possess both the professional and personal skills required for work. In order to be a successful specialist in any field, such qualities as search activity, social responsibility, organization, practical orientation and strong-willed perseverance are necessary.The issue of readiness for professional activity is an important psychological and pedagogical problem that requires detailed theoretical analysis and practical research.

Higher education is an important factor for a person's professional development. Therefore, the quality of higher education directly affects the success of both the individual and the positive development of society as a whole. Every novice specialist must have fundamental knowledge, professional skills as well as experience in creative and research activities to solve new problems. Comprehensive education is increasingly seen as a necessary condition for achieving the desired standard of living and as one of the factors for the progress of the economy and society as a whole.

Education today is undergoing significant changes associated with the adoption of new government standards. Modern technical innovation, computerization and the expansion of communication channels and flows in the spheres of production, education and science are accompanied by a change in social needs of the level and quality of professionalism of modern workers. If previously acquired knowledge in a higher education institution was enough for 20–25 years of successful practical professional activity, today the optimal period of their effectiveness is a maximum of 5–7 years, and almost two times less in the fields at the cutting edge of scientific and technological progress. This emphasizes the need for new training methodologies *(Khomenko, 2017)*.

Job seekers in the modern labor market are required to be able to transfer their knowledge across various spheres of life in a changing socio-economic situation and ensure the constant updating of their skills in addition to having high qualifications in their main specialty. The instability inherent in the current economic situation makes particularly stringent demands on the professional in terms of maintaining his competitiveness, ensured primarily by a high level of professional competence, which today cannot be achieved without appropriate training.

The purpose of the article is to carry out a theoretical analysis of the problem of formation of readiness for professional activity of future specialists, to characterize the main approaches for understanding the concept of "readiness" and to highlight its structural components.

1. Categorisation of readiness as a psychological and pedagogical problem

The problem of readiness is studied by scientists in various fields, including philosophers, psychologists, sociologists and educators. For this study, it is expedient to consider the category of readiness in its psychological and pedagogical aspects.

In the Merriam Webster Dictionary, readiness is defined as a state of preparation.

In psychological literature there are several definitions of the concept of "readiness", which embody certain differences in its interpretation:

1. Readiness is the actively-effective state of the person, being set on a certain behavior, mobilization of strength to perform the task; readiness for action requires knowledge, skills, perseverance and determination to perform these actions *(Pobirchenko, 2007)*.

2. Readiness is a state of personality that allows one to successfully enter the professional environment and develop professionally *(Education ua, 2005)*.

3. Readiness is a set of factors that characterize different levels and aspects of readiness; depending on the conditions of activity, one or the other side of readiness may be dominant *(Buiniak,, 2019)*.

As a thorough analysis of the scientific psychological literature has shown, the diversity of approaches of scientists to the definition of "psychological readiness" is explained, in our opinion, by the ambiguity and complexity of this phenomenon. In particular, psychological readiness is interpreted as:

– a mental state, which is characterized by such features as: optimal arousal, high stability of nervous processes, persistence in achieving goals, self-confidence, self-regulation and self-esteem; the essence of psychological readiness is the ability of the subject to make decisions in a given situation in accordance with existing motives and objectives; in the psychological combination of activity and state; the ability to control the situation and regulate the results of each action, which is carried out purposefully *(Puni, 1973)*;

– a temporary phenomenon capable of readiness and efficiency *(Levitov, 1963)*;

– changes in the human psyche that occur in connection with the peculiarities of the activity and are necessary to adapt to it *(Genov, 1982)*;

– a certain type of functioning and mental state that ensures the speedy work *(Molyako, Nersesyan, 1985)*.

K. Platonov singles out psychological readiness for work as a subjective state of the individual, which reflects his readiness for activity. Platonov proposes the following definition:

"readiness is the subjective state of a person who considers himself capable and prepared to perform a certain professional activity and who seeks to perform it" *(Platonov, 1984: 25)*.

It should be noted that in the scientific psychological literature, the terms "readiness" and "preparedness" are often used as synonyms. A. Petrovsky and A. Markova see differences in them: readiness, in their opinion, pertains to a characteristic of the motivational sphere, and preparedness pertains to a characteristic of professionalism *(Markova, 1996)*.

From the theoretical point of view, scientists distinguish general (long-term) and situational (short-term) readiness (Hornostai, Diachenko, Kandybovych, Slastonin).

Thus, according to Hornostai, the concept of professional readiness should be understood as the general readiness of a person for professional activity (both psychological and physical), which can be both long-term (professional training) and short-term.

General readiness, according to the researcher, is a stable system of professionally important qualities of a person (attentiveness, positive attitude to the profession, etc.), his experience, knowledge, skills necessary for successful activity in different circumstances. It reveals the potential for performing the task in the best way. However, it depends on readiness at a certain moment, that is, on the state before the start of the task – a mood, that reflects the conditions and requirements of the situation.

Situational readiness is seen as the actualization of long-term readiness, which increases its effectiveness. Both forms of readiness are united and interconnected. The emergence of short-term readiness depends on long-term readiness, in turn, long-term readiness determines the situational ability to think, memory, skills, knowledge and the ability as a whole *(Hornostai, 1985)*.

M. Levitov, considering readiness to work, points to the presence of a special mental state, which he calls a temporary, pre-start state. Levitov distinguishes three types of pre-start state of readiness for work:

–a normal (or neutral) state is manifested before work to which the person is accustomed and does not foresee it entailing additional requirements;

–a state of heightened readiness is observed when a person feels enthusiasm for and interest in a new activity;

–a state of low readiness is manifested in the case of predominance of negative emotions and mental states (lack of interest in work, fear, indecision, self-doubt) before the start of the working day *(Levitov, 1964)*.

According to Bykova, readiness for professional activity can be reduced to the presence of professionally important qualities and personality traits. She formulates the concept of "readiness" for professional activity as a psychological and pedagogical taxonomy of a necessary and sufficient set of professionally important qualities and personality traits. In her opinion, readiness for professional activity includes moral and psychological, commanding, authoritative, creative and communicative aspects. Command readiness is natural leadership talent, authority, instant understanding of the social significance of the combat mission, responsibility, intuition, high creative activity, rationality in their management, courage, capacity for non-standard solutions, determination, endurance and self-control, confidence, persuasiveness, argumentativeness efficiency of decision-making and readiness for danger. Authoritative readiness contains motivational, regulatory, transformative, informational-cognitive, regenerative, educational-disciplinary, moral-ethical, authoritarian-prestigious, official, managerial, leadership and charismatic components. Creative readiness encompasses idea generation, heuristic creative activity, professional ambition, divergence, search, flexibility of mind, scientific sociability, depth of knowledge, lexical capacity and high scientific authority. Communicative readiness involves psychological compatibility, active life position, commitment to duty, common views with the team, professional friendship, mutual assistance, brotherhood, respect for colleagues, the rules of coexistence, good public speaking skills and the ability to use professional language in professional speech situations *(Bykova, 2016)*.

There are different approaches for the interpretation of readiness in its pedagogical aspect. First of all, it should be noted that scientists look at the definition of the concept of "readiness for teaching" from the point of view of the functional or personal approaches, but most of them adhere to the latter, believing that psychological readiness for teaching is an outcome of completed learning *(Linenko, 1995)*.

In pedagogical research, readiness is interpreted as a holistic comprehensive manifestation of personality, which has the ability to contribute to the effective implementation of the person's activities and the use of their professional functions. It is acquired in the process of psychological, moral, professional and physical training, which is the result of comprehensive development of the individual, taking into account the requirements of professional activity.

Analysis of the meaning of the concept of "readiness" shows that almost all scientists understand it as a readiness for a certain action, with a common emphasis in all definitions being the subject's desire to carry out it in the best way.

The basis of most scientists on the problem of readiness of teachers for professional activity are the works of F. Honobolin, V. Krutetsky, N. Kuzmina, etc., which highlight the features of professional activity of teachers as well as reveal the role of professional motivation and pedagogical abilities *(Kuzmina, 1993)*.

According to Kremen, the professionally important qualities of European teachers include a high level of self-control, sociability, willingness to cooperate, self-confidence and emotional balance.

According to Kremen, it is the individual characteristics of the teacher that provide the fundamental basis of his professional individuality, and personal-subjective provide the essential basis. The teacher as an individual has natural abilities such as general health, features of temperament, cognitive processes (the type of memory that prevails, attention, imagination, logic of thinking) and special abilities, including pedagogical ones. The teacher's individuality is revealed in the fact that he has his own features and system of relations with the outside world *(Kremen, 2005)*.

Buiniak draws attention to the work of Krutetskyi, where he considers readiness for pedagogical activity as a set of pedagogical abilities necessary for its successful implementation. These include:

- didactic abilities – the teacher's ability to teach the course contents, stimulate students' thinking and their interest in the subject;
- academic abilities- the teacher's general awareness and his deep knowledge in this field of science, which he teaches;
- perceptive abilities – the ability to perceive the students' inner world and to understand their moods and mental states;
- speaking abilities – the ability to clearly express their thoughts and use non-verbal means of communication *(Buiniak, 2019)*.

Piekhota highlights such personal characteristics as motivation and direction of professional activity, empathy, tolerance, psychological literacy and competence, the level of development of communicative and organizational skills, identification of accentuations in teaching and much more as significant teacher qualities. Summing this up, the author includes the following components in the structure of professional readiness of a teacher:

1) humanistic worldview and humanistic knowledge, the ability to form interactions with another person in terms of empathy, tolerance and unconditional acceptance;

2) psychological state and level of education;

3) the ability and need for self-analysis of their own qualities and actions as an individual;

4) the ability and need for personal and professional self-improvement;

5) high creative potential

6) the ability to resolve personal and professional contradictions in a humanistic way, without violating the individual logic of action and the general development of the student;

7) the ability to compile and implement individual personal and professional development programs for a specific development stage *(Piekhota, 2011)*.

Kuzmina offers her model of readiness for pedagogical activity, according to which the successful solution of various pedagogical tasks are aided by:

1) a set of knowledge (socio-political and cultural knowledge; knowledge of the subject, means of pedagogical communication, the characteristics of students, knowledge of the advantages and disadvantages of own actions;

2) incentives and motives;

3) the directedness of the teacher's personality;

4) pedagogical skills;

5) professionally significant qualities of the teacher as a person *(Kuzmina, 1980)*.

According to Kuzmina, pedagogical mastery is the highest level of pedagogical activity (where there are qualitative indicators of the result), as a manifestation of creative activity of the teacher's personality *(Kuzmina, 1989)*.

Noteworthy is the definition of readiness proposed by Derkach, who states that the readiness of graduates for professional activities should be studied through the activities of the individual, when the student forges their own capabilities and prospects, expands their systematic professional skills, learns and carves out new, simple ways to solve professional problems in the course of professional training *(Derkach, 2003)*.

Derkach also singles out the following structural components of a teacher's readiness for professional activity:

– motivational – a positive attitude to the activity, the desire to engage in it;

– cognitive – the presence of necessary knowledge, skills and ideas;

– gnostic – mastering the means and methods of implementing various aspects of the activity;

– emotional-volitional – self-control and emotional stability;

– evaluational – self-assessment of professional preparedness *(Derkach, 1999)*.

Moroz, studying readiness, drew attention to the work of Shakhov, who considers readiness a professionally important quality in a teacher, which affects the success of professional adaptation and identifies the following components: motivational, which implies a positive attitude to the profession, interest in it and other stable professional motives; orientational, which combines knowledge and ideas about the specifics and conditions of professional activity, the requirements for their personality; operational, which determines the mastery of professional methods and techniques, necessary knowledge skills, analytical skills, abilities, synthesis, comparison, generalization: volitional, including self-control, the ability to manage actions during performance of duties; evaluative, which involves self-assessment of their professional training and compliance of the process of solving professional problems with optimal working procedures *(Shakhov, 2007)*.

The readiness of the future teacher for professional self-development is considered by researchers (A. Bystryukova, O. Piekhota, T. Strytievych., T. Tykhonova and P. Kharchenko) mainly as an integrative personality trait, represented by a set of personal, professional qualities and states that allow future teachers to successfully carry out professional activity and to self-improve.

2. Understanding and types of professional readiness, its structure

Professional readiness of a specialist is a complex, multilevel, multifaceted systemic mental construct, first of all a person's creation.

At the same time, professional readiness presupposes that the specialist has the appropriate level of physical health, the formation and development of physical qualities necessary for successful professional activity, and the presence of an appropriate level of physical culture. This is obvious, because any professional activity is associated with the consumption of not only mental but also physical energy.

It is expedient to discern between two interconnected varieties of professional readiness (Diachenko, Stoliarenko):

– preliminary, premature, potential readiness as a professional preparedness of the individual for the relevant activity. This readiness of the specialist includes: a system of fairly stable, static components, mental formations, knowledge, skills, professional abilities, professionally important qualities, values of the individual, his attitudes and preferences. In general, this encompasses a certain level of professionally required personality potential;

– direct, instantaneous, situational readiness as a state of appropriate mobilization, functional orientation of the psyche of the specialist to solve specific problems in appropriate circumstances and conditions. This aspect of professional readiness of the specialist is characterized by high dynamism, mobility and dependence on situational circumstances, the state of mental and physical health of the specialist, the moral and psychological atmosphere in the team and the social environment, etc.

Based on the theoretical analysis, we identify such components of professional readiness as psychological and communicative readiness.

The leading and most difficult aspect of professional readiness of a specialist is psychological, that is the professional readiness of the psyche of a specialist. This is the degree of preparation and adjustment of the psyche, the spiritual strength of the specialist and the solution of professional problems, the performance of their functional duties.

The main components of professional readiness of the psyche of a specialist are the following:

– indicative, intellectually cognitive. This component includes a certain level of professional development of the cognitive sphere of the specialist's personality, professional perception, thinking, imagination, memory, attention. All in all, this is the intellectual and cognitive readiness of the specialist;

– motivating, determines the professional orientation of the individual. The basic basis of the motivational readiness of a specialist is the understanding of the meaning of one's profession, specialty, a positive attitude to it, the necessary level of self-esteem and aspirations in activity. In higher level education, motivational readiness for professional activity is expressed in the real motivational orientation of students on professional and personal development and self-development in the educational process;

– executive, which includes professional skills (a set of professionally important qualities, knowledge, skills, abilities, habits of professional behavior), the required level of professionally important abilities and willpower of the specialist, his ability to self-regulate behavior and activities, that is his operational readiness.

The core of the professional readiness of a specialist is the professional orientation of the individual and professional skill.

A special role in the professional readiness of a modern specialist is played by his communicative readiness. This readiness implies that the professional has a sufficient level of development of skills and abilities of constructive and effective contact with people, with the professional environment, professional communication with employees and managers, willingness to interact with colleagues and the ability to establish, maintain and develop such interaction.

Communicative readiness is possible only with a sufficient level of human speech culture and the ability to use words and language correctly. The speech culture of an individual is an important indicator of the level of development of his culture of thinking, and the professional speech culture of a specialist is an indicator of the development of his professional thinking. That is why the development of general and professional speech culture in the training of specialists is one of the integral conditions of their personal and professional development.

An important condition for the success of the specialist is his readiness and ability for professional and personal self-affirmation, his corresponding activity in this direction; the desire to most fully and comprehensively realize himself both in solving professional problems and in relationships with employees and colleagues. The success of such self-affirmation of the specialist largely depends on his desire and willingness to succeed and on a positive attitude.

3. The issue of readiness of future officers

In addition to the above-mentioned readiness in terms of psychology and pedagogy, an important place is occupied by the military training of future officers, today's cadets. Current events in Ukraine impose a number of new requirements on future officers. The main important scientific and practical task facing modern military education is to create a qualitatively new system of training of future servicemen, which is a set of special knowledge, skills and abilities that corresponds to the military specialty and professional experience (wars and military conflicts, including the anti-terrorist operation in Eastern Ukraine).

The training of future officers is one of the pressing problems of military education and can be seen as a way out of the problematic situation that has arisen due to contradictions between the need to ensure the quality of education and the impossibility to solve this problem using existing traditional approaches.

The main integrated criterion of a future officer is readiness for professional activity. Therefore, new trends in the development of professional training of future officers involve a focus on fundamentality, competence and versatility, which are prerequisites for successful future professional activity.

Military-professional training of future officers is considered to be the main determinant of the general orientation of the personality in its complex property. This includes a system of motivations, determines the activity of the subject and is a set of values, needs and motives that prompt a person to engage in a particular activity.

Analysis of the practice of training future officers from the experience of leading countries, participation in the anti-terrorist operation in Eastern Ukraine and the experience of modern combat operations has provided an opportunity to review the current training of future officers and introduce new, modern and progressive methods of training.

The professional training of future officers is a complex dynamic process that directly depends on interrelated factors and relationships that are formed and manifested on the basis of the general regularities in the pedagogical process *(Kuzmina, 1982)*.

The process of training a new generation of officers capable of clearly acting in crisis situations, performing official duties and managing subordinate personnel is becoming a top priority for the development of the Armed Forces of Ukraine. Progress in the education and training of future officers must take place after the dialectical extinction of the obsolete and the birth of the new, which requires filling the pedagogy of higher military schools with new content.

The process of formation of knowledge, skills and abilities can be divided into two phases:

Problem-subject: initial perception and comprehension of content and experience of further professional activity;

Value-regulatory: formation of managerial (team) skills and abilities of the future leader are formed, development of creative style, motives, value orientations, leadership qualities *(Khoriev, 2000)*.

The general algorithm of professional development of future officers includes the following stages:

– constitutive-motivational: the formation of motivation for the future officer's further professional activity. There is a constant enrichment and accumulation of knowledge, skills and abilities;

– content-search: includes the organizational functions of pedagogical activity of future officers;

– adaptive-transformative: transition of the received theoretical knowledge into a practical plane, acquisition of professional experience and its practical application;

– system-generalizing: the process of generalization and systematization of acquired knowledge, skills and abilities, bringing them to the appropriate professional level;

– control-reflexive: conducting final control, assessment and self-assessment of acquired knowledge *(Bryzhatyi Y.I., 2014)*.

One of the important places in the professional training of future officers is the founding and motivational stage. It actualizes their positive attitude to further professional activity, forms and develops external and internal motivation, determines the main types of professional competence that they acquire in the process of professional training. The main task at this stage is the objective self-assessment by officers of future professional activity and the ability to make decisions under unexpected conditions.

Future officers need fundamental knowledge of the history of the art of combat, experience of wars, conflicts and anti-terrorist operations to be able to creatively apply them to modern conditions. Classical theories of war should not be rejected or ignored but rather adapted to the present era, as they fundamentally remain valid.

An officer masters his specialty with maximum dedication, and is then responsible for the results of his work, while performing tasks like a professional, not stopping at what has already been achieved and striving to reach a new professional level.

Thus, professional training gradually changes into the readiness of the future officer to perform professional tasks. The transition from readiness is accompanied by a gradual transition to competence. From competence the officer moves to professionalism, the highest step in the process of professional development-professionalism *(Vitchenko, 2014)*.

Kovalenko, studying readiness for activity, drew attention to the opinion of Boykov, where he argues that the readiness of the individual as part of a team acts as a potential opportunity and ability to achieve high results in work *(Kovalenko, 1999)*. Boykov identified two interdependent systems of components of the psyche in the psychological structure of the soldier`s readiness-these are dynamic and stable components.

In general, Boykov claims that the level of human readiness for activity is characterized by the quality of military-professional training, as well as the mobilization of spiritual and physical forces for future activities. However, he reduces the overall readiness for activity to psychological readiness, where he singles out the following levels: hyperbolized, optimal, reduced and unpreparedness as the lowest level.

The hyperbolized level is manifested when mental tension is at the individual`s extreme limit. The level of readiness will change depending on how the tension increases: a complete disorganization of the psyche or a change to the optimal level of functioning if the warrior overcomes himself.

The optimal level of readiness has the characteristic features of confidence in success of the mission, armaments, like-minded people, commanders and oneself; the full mobilization of erudition and knowledge, experience and skill; speed, economy of mental processes; high efficiency of activity.

The low level of readiness can be caused both by an insufficient level of general preparation, and by inability to adjust oneself to the execution of the task ahead (excessive self-confidence in the outcome or uncertainty as to whether the event being prepared for will take place).

Unpreparedness is defined as a lack of perception of activity and as complete disorganization, confusion, shock or complete reluctance and inability to act in the expected event.

Koval draws attention to the views of Boyko that the psychological readiness of the officer to manage is a complex dynamic mental creation that expresses a set of intellectual, emotional, motivational, operational-managerial and volitional components of his psyche in their relationship with management tasks and external conditions and includes the interaction and synergies of motivational, emotional-volitional, orientational-mobilizational, cognitive-eveluative, operational-managerial and intellectual components *(Koval, 2003)*.

Based on the above, we come to the conclusion that the educational process in higher military institutions takes place in a contradiction between the new ever-increasing requirements for the current level of training of future officers and insufficient traditional level of training, between the creative level of teaching and the reproductive nature of training, which can be solved by introducing new progressive learning technologies.

Conclusions

Summarizing the above, we can conclude that a stable, final definition of readiness for activity has not been formed yet. There are three main approaches to its assertion: 1) readiness is understood as a complex formation that includes cognitive, motivational, emotional and volitional components, as a set of knowledge, skills and abilities and professionally important personality traits that a specialist must have to succeed. 2) readiness is understood as a certain functional state that serves a successful activity, ensures its high quality; 3) readiness is understood as a complex personal construct, that includes professionally important personality traits, skills and psychological states.

Important in the formation of each professional is the process of forming professional readiness for activity. Therefore, a leading place is occupied by teachers and psychologists, who pay special attention to the problem of forming readiness for professional activity. H. Kravchuk says that it is formed in the process of mastering general and professional knowledge, developing the necessary skills and abilities and improving acquired and developed personality traits *(Kravchuk, 2013)*.

Thus, readiness for professional activity is considered to be a complex socio-pedagogical phenomenon, which includes a system of professional and pedagogical knowledge, skills and abilities, a set of individual psychological qualities of the individual, his beliefs and views. The readiness of future professionals for professional development depends on their professional motivation and individual self-expression. Therefore, Ukraine needs specialists who can work independently and creatively, generating innovations, fresh ideas and proposals, while demonstrating a willingness to successfully implement them in a competitive environment. Requirements on personal and professionally significant qualities of specialists, which reflect professional competence, ensure competitiveness in the labor market and promote professional self-realization and career growth are increasing.

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TRAINING OF PROFESSIONAL FOOD TECHNOLOGIES TEACHERS AS A DIDACTIC PROBLEM

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Summary

The article considers the didactic problems that have accumulated recently at the level of training teachers in the field of food technology. They require the definition of modern approaches to effective decision-making. The didactic aspect of training teachers of the professional direction of food technologies is presented, which is: a set of interdependent forms, means and methods of training with a predetermined ultimate goal – individual readiness for future professional activity. Ways of realization of modern approaches to the decision of didactic problems in preparation of future teachers of professional training on food technologies are considered. The relationship between the main didactic categories as structural components of the whole didactic process is shown. The chain of didactic categories is analyzed in view of their didactic role in the practice of teaching technological equipment of the food industry to future teachers of vocational training. It is proved that these tasks can be successfully implemented under the condition of training competent teachers who are able to think scientifically and navigate in their practice, to make operational decisions on complex production situations.

Keywords: didactics, didactic aspect, technological equipment, didactic system, competence.

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Introduction

Modern society puts before higher education institutions important tasks: to train specialists who know, think, are able to independently acquire and apply in practice new knowledge and practical skills. Today in Ukraine the system of vocational education is being renewed, namely: autonomy of management the educational systems; regionalization of the content the education in combination with the implementation of the State educational standard; change of professional qualification structure of trained workers and specialists. This update is implemented by professional and pedagogical workers who need appropriate qualifications, and the current level of their qualifications does not meet the current challenges of transformation of vocational education.

The aim of research is comparison and analyze didactic problems in the training of teachers of vocational training in food technology.

Methodology of research is to use methodological approaches such as:

– acmeological approach, which provides a system of principles, techniques and methods to solve problems and problems in the study of basic didactic aspects of training teachers of vocational training in food technology;

– activity approach, which is aimed at disclosing questions about the essence, formation and cognitive value of the categories of didactics and determining the essential characteristics of the structural and substantive elements of the process of learning the t echnological equipment of the food industry.

Presentation of main research material

The rapid development of Ukraine's food industry is closely linked to the introduction of new types of enterprises, modern food production technologies, and the involvement of innovative technological equipment, which in turn requires the training of a wide range of specialists with a deep and diverse range of knowledge. Given these circumstances, it is necessary to review and gradually change the approaches to the training of teachers of vocational training in food technology, so this problem is quite relevant. The main aspects of teacher training are reflected in the research: S. Artyukha, A. Asherova, S. Batysheva, A. Belyaeva, O. Malenko, N. Nychkalo, A. Pastukhova, V. Mosolova, E. Neroba, A. Seytesheva, O. Shcherbak (conceptual principles and strategy of engineering development -pedagogical education); V. Bakatanova (selection for study at a pedagogical university); S. Bocharova, E. Zeyer (psychological training of students in engineering and pedagogical higher education); S. Guri (adaptation to study in engineering and pedagogical higher education institution); L. Kopalova (role and place of abilities in engineering and pedagogical activity), O. Dubaseniuk (technologies of professional and pedagogical training of future teachers), A. Korzhuyev, V. Popov (teaching, learning, education, training), A. Aleksyuk, A. Bondar, J. Burlaka, F. Naumenko (problems of higher school didactics), Y. Malovany, V. Onishchuk (organizational forms of education). Despite the diversity of research in domestic and foreign literature, the experience of innovative teachers, the problems of food technology in the training of teachers of vocational education in food technology in the new conditions of the educational process was given insufficient attention.

The didactic aspect is one of the most important, as technological knowledge and skills begin to be laid directly in the learning process. The level of didactic competence of the future teacher of vocational education largely depends on how the process of didactic training is organized.

Let us consider in more detail the main problems of didactics in the training of teachers of vocational training in food technology.

The term "didactics" comes from the Greek words *didaktikas* – the one who teaches – and *didasko* – the one who study. This term was first introduced by the German pedagogue W. Ratke, then used by Comenius in his work "Great Didactics", the essence of which the author defined as "universal art to teach everyone." In the modern sense, didactics is a part of pedagogy that explores the problems of teaching and education. *Didactics* is aimed at studying and disclosing the theoretical foundations of the learning process (patterns, principles, methods, forms of learning), as well as the search for and development of new principles, strategies, techniques, technologies and learning systems *(Dubasenyuk, OA, 2001)*.

Questions about the essence, formation and cognitive value of the categories of didactics reveal in their scientific works A. Aleksyuk and M. Yarmachenko *(Aleksyuk A., 1985: 95; M. Yarmachenko, 1986: 81)*. V. Chaika concretizes the process of mastering education, considering it as a purposeful process and the result of students mastering the system of scientific knowledge, cognitive skills and the formation on this basis of worldview, moral qualities *(Chaika V., 2002: 15)*.

Didactic research makes real learning processes its object, gives knowledge about regular connections between its various parties, reveals essential characteristics of structural and substantive elements of the learning process of technological equipment of the food industry. The scientific and theoretical function of didactics provides justification, systematization and generalization of pedagogical experience, patterns and mechanisms of personality development in the learning process.

The obtained theoretical values allow to solve many problems related to learning, namely: to bring in line with the changing goals of educational content, to determine the optimal capabilities of teaching methods and tools, to design new educational technologies and more. All this speaks of the normative-applied (constructive) function of didactics.

At the present stage of training teachers of professional training in food technology there are the following didactic tasks:

– substantiation and specification of the principles of the organization of training, ways and means of development of cognitive independence and activity of students during training of the technological equipment of branch;

– updating of educational and working programs and development of an educational – methodical complex;

– research of function, structure of methods and forms of training;

– substantiation of interdisciplinary connections for actualization and systematization of basic knowledge, formation of practical knowledge, skills and abilities;

– ensuring the balance of social and personal goals in the learning process;

– development of new learning technologies.

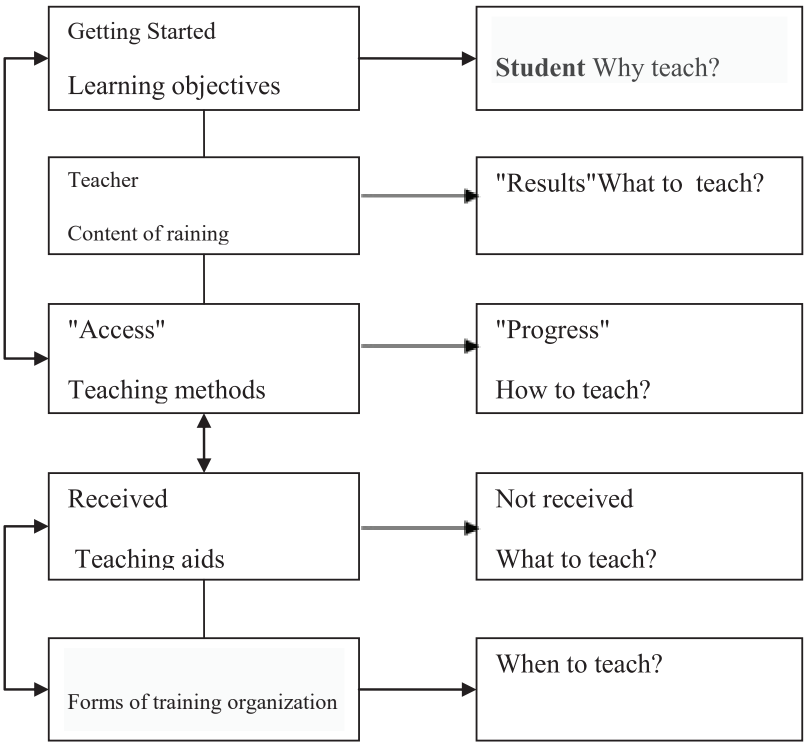

Fig. 1. Components of the didactic system

The didactic system is a set of principles, forms, methods and teaching aids of a certain didactic concept, ie a certain understanding of the goals, essence, laws and patterns, mechanisms of learning and personal development. This is the formation of typical ways of working on the basis of assimilated information, resulting in the concept of programmed learning. If learning is interpreted as a way to develop creative abilities, then the concept of problem-based learning corresponds to this approach. The set of didactic elements is shown in Fig. 1.

The didactic system is divided into the following categories:

– teaching – orderly activity of the teacher on realization of the purpose and tasks of training, maintenance of informing, perception, awareness, mastering and practical application of knowledge;

– learning – the process of students' own activities, during which on the basis of knowledge, training and experience gained in them are formed and improved knowledge, skills, forms of activity and behavior, learning, education (Fig. 2);

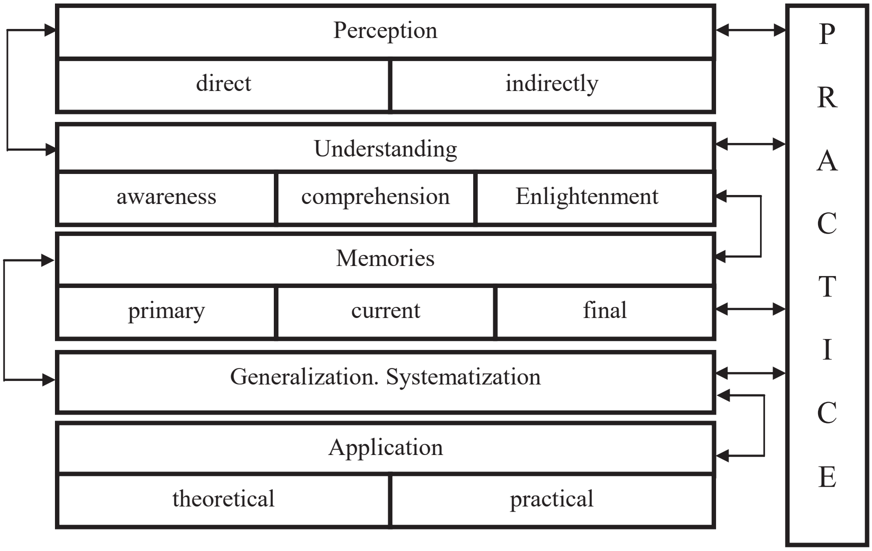

Fig. 2. The main stages of the learning process

– training – joint activities of teachers and students, orderly cooperation aimed at achieving the goal;

– knowledge – a reflection of the cognizable world in human thought; a set of ideas that reflect the theoretical mastery of a particular subject;

– skills – mastering the methods (techniques, actions) of applying the acquired knowledge in practice;

– skills – skills brought to automatism, a high degree of perfection;

– goal (educational) – that to which learning aspires, the future on which its efforts are directed;

– results (learning products) – what learning achieves, the final results of the learning process.

The process of didactic training of teachers of vocational training in food technology will be effective if it is purposeful and manageable, ie that the process of didactic training was creative, built on the basis of individualization. To do this, in the learning process should pay attention to the acquisition of theoretical knowledge of the professional subject area and bring them to well-formed skills. Students must clearly understand the specifics and relationship of tasks, both didactics and methods of teaching technological equipment in the food industry. The theoretical knowledge obtained in higher education institutions in this case is based on the observation of students during lectures, seminars, practical and laboratory classes. To better master the learning process, the teacher must receive information about how the student learns the material (external feedback). The means of management in our case are educational and didactic tasks performed by students independently or together with others *(Kurdanova H., Sarbasheva Z., 2008: 32–33)*. That is, knowledge must be formed not in isolation, but in conjunction with the methods of their transfer and assimilation.

The problem of teaching in the didactic training of students requires a systematic approach. In recent years, a number of works have been published on the consideration of pedagogical systems in their general form. The pedagogical system is defined as a multifaceted education that contains many interconnected elements that form a stable unity and integrity, with integrative properties and subordinate to the goals of education, training and preparation for future professional activities.

The need for a systematic approach in the method of teaching technological equipment in the food industry is due to the fact that traditional research methods in the study of complex objects have proved noneffective. Therefore, there is a need to represent a complex object as a system, as a holistic entity, which makes it possible to explore not only the object itself, but also its connections and relationships.

When solving learning problems, we definitely touch on the content and goals of learning, methods, tools and organizational forms of learning. They interact with each other, determine each other, and therefore form a coherent set, which consists of the above elements. This set is a didactic system. It could still be called didactically methodical, because the study of any topic, any educational material at the stage of planning the learning process and its implementation is carried out with the participation of this system *(Malfaik I., 2005: 17)*. The relationship between the main didactic categories as structural components of the whole didactic process are shown in Figure 1.3. Analyzing the chain of categories shown in Figure 1.3. “content” – “methodology” – “system” – “technology” note the following:

“The content of academic disciplines” is based on the formation and systematization of its logical structure, which is the methodological basis for subsequent design decisions on the methodological and technological construction of the discipline. There are many serious didactic problems in structuring the content of educational material of disciplines, which are, first of all, that it is necessary to present a large amount of educational information not just in a concise form, but to teach students creative thinking and professional mobility. This, in turn, requires the creation of a flexible system of transformation and submission of scientific information to the curriculum, so as to meet the requirements for structuring the content of educational material, namely – creating a logical structure based on the formation and systematization of content.

“Methods of teaching technological equipment” characterizes the theoretical level of interpretation of the didactic system. At this level, project decisions are laid down for the implementation of a certain strategy and tactics of operating the educational material based on the methods of organizing the educational process within a certain content of the discipline.

“Discipline teaching system” determines the system level of categorical interpretation and is manifested in a set of requirements and adaptation measures to work with the content of the discipline in certain educational conditions. This level of didactic interpretation is mandatory in the methodological design, because the difference between pedagogical and organizational conditions, the functioning of which focuses on the methodology of teaching the discipline, must be taken into account during its development.

"Technology of teaching the discipline" presents the technological level of implementation of teaching methods and can be interpreted in terms of the practical feasibility of the process of teaching technological equipment in the industry.

Conclusions and prospects for further researches of directions

The process of training future teachers of vocational training in the food industry will have a high end result, only if modern teaching methods, tools and technologies are rapidly implemented. This requires:

– systematically analyze the development of various areas of the food industry;

– monitor the receipt and use of modern technological equipment in food production;

– to conduct an analytical review of modern devices and equipment of food production;

– to carry out research and experimental advanced developments of methods of training of future teachers of professional training in the equipment of food productions;

– to embody problem situations in the educational process.

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THEORIES OF INNOVATION DEVELOPMENT: APPLICATION IN HIGHER MEDICAL EDUCATION

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Summary

The article deals with theories of innovation development, applied in higher medical education. The author synthesizes and systematizes the existing theoretical material on the issue. The study describes (i) diffusion of innovation theory which states that sometimes an idea or product evolves and spreads in a certain social system. As a result, people, being a part of the system, develop new ideas, behaviors, or products; (ii) evolutionary theories of innovations that consider innovation as a path-dependent process where it is developed through the interaction of different subjects and then tested in the market; (iii) linear models of innovations that mostly deal with the linked-chain model under which the innovation process occurs in conditions of uncertainty, rapid changes, and therefore can occur in several directions, and (iv) theory of innovation ecosystem which describes a complex of ties within the economic dynamics. These ties can be between subjects or formations, the main purpose of which is to provide the development of technologies and innovations.

Keywords: innovations, research and development, product, diffusion of innovation theory, evolutionary theories of innovations, linked-chain model, theory of innovation ecosystem.

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Introduction

The first 20 years of the 21st century witnessed the rapid development of innovations and innovative activity in almost all spheres of human life. However, higher medical education and research attract more attention to this aspect. Because new technologies, methods of treatment, drugs, vaccines are key for a modern person, who aims at improving health and living longer. Thus, the need to understand the importance of innovation has led to recourse to many theoretical concepts that reveal the nature and mechanisms of this process, and to find strategies for its optimization.

It is significant to note that in the foreign scientific and pedagogical discourse, along with such terms as “concept”, “theory”, the term “model” is often used as a synonym. It sometimes contradicts the understanding of the model by domestic scientists. In our study, in terms of this concept prevalence in the scientific works of foreign authors, we are going to use the term “model” synonymously with the terms “theory” and “concept”.

Besides, most concepts of innovation development and innovation emerged in the second half of the 20th century in the field of economics, and only then were extended to other spheres of public life, including medical education. However, there are theoretical concepts focused on explaining the mechanism of innovation in social systems. Therefore, our research aims to highlight the most common theories of innovation, applied in higher medical education. We will describe diffusion of innovation theory, evolutionary theories of innovations, linear models of innovations, and theory of innovation ecosystem.

1. Diffusion of innovation theory

In 1962 E. M. Rogers proposed *diffusion of innovation theory*. It explains how sometimes ideas or products accelerate and spread in a certain society. The outcome of such diffusion is that people, as members of the society, accommodate new ideas, modus operandi, or products. Adaptation implies that a person does anything else from before (e.g. purchasing or using a new item, learning a new behavior, etc.). Thus, a person must accept the mentioned things as something innovative *(Diffusion of Innovation Theory, 2019)*. It is because of this, according to E. M. Rogers, diffusion is possible, as "the process by which an innovation is communicated through certain channels over time among the members of a social system" *(Rogers, 1962: 5)*.

It is crucial to point out that the adaptation of innovations in the society cannot occur at the same time; rather, it is a development in which some individuals are more receptive to innovations than others. Note that human beings who perceive innovations quickly are significantly different from those who perceive these innovations more slowly. When advancing innovation to a focus group, it is exceptional to see its characteristics that will facilitate or impede the support of innovation. In this context, scientists distinguish the following categories of people based on their ability to adapt to innovation:

– *innovators*. These are persons who are eager to be the first to test innovations. They are ready for fresh ideas and concerned in them, prepared to risk. To interest this category, one doesn't need many efforts;

– *early adopters, or persons who adapt quickly to innovation*. They have leadership qualities and play key roles. They realize the importance of development and easy accept innovations. As a result, they don't need for extra information to make sure such changes are required but are attracted to new product management guides;

– *early majority, or people who are quick to accept innovations*. They can be seldom leaders but accept new ideas earlier than average citizens. Taking into account this fact, they usually want to see proof that innovation is working before they are ready to accept it. Successful examples and proof of innovation effectiveness can convince this category to innovate;

– *late majority, or people who are slow to accept innovations.* They are questioning changes. Besides, such people will accept innovations only after the majority tries them. Just success stories can convince this category to implement innovations;

– *laggards, or people who do not keep up with innovations.* They follow the traditions, and are old-fashioned, question changes, and are the most difficult category to innovate. Statistics, intimidation, and pressure from other people may convince them *(Diffusion of Innovation Theory, 2019)*.

In the context of diffusion, adaptation of innovations is carried out during the following stages: 1) understanding of innovation necessity; 2) decision to admit (or refuse) innovation; 3) primary application of innovation for its future testing; 4) further use of innovation. Accordingly, it is possible to identify five principal elements that deal with innovation development. Moreover, each element promotes the need to innovate. So, there are the following items:

– *relative advantage* describes a condition when innovation is seen as superior to the thought, program, or item it replaces;

– *competitiveness* means how innovation meets the experience and demands of possible users;

– *complexity* is to what extent innovation can be difficult to interpret and/or apply;

– *ability to test* denotes the possibility to test innovation experimentally before a decision is made to adapt it;

– *the ability to identify a result* deals with a situation when innovation shows visible outcomes *(Diffusion of Innovation Theory, 2019)*.

However, the theory has many limitations. Thus, both theoretical provisions and classification of categories of persons based on their ability to adapt innovations are not applied to the field of health care, and therefore should be used with caution when adopting new attitudes or innovations in this field. Because in reality the theory application contributes to the implementation of new behavior, rather than stopping or preventing certain manifestations. Besides, the theory does not consider the individual capacity as well as the social assistance of a person to adopt something new. At the same time, in the field of health care, one can apply diffusion of innovation theory to expedite the adoption process of important programs, which are usually aimed at changing the attitude in the society. For instance, there is a strategy that deals with the problem of health care, and it must be promoted in society to accept it (refers to diffusion of innovation theory). Successful acceptance of a health protection program is the result of the focus group awareness and recognition of factors that affect the speed of their adoption *(Rogers, 1962)*. In addition to health care, diffusion of innovation theory is applied in many fields, particularly in higher medical education.

2. Evolutionary theories of innovations

Evolutionary theories of innovation were developed in the field of economics *(Nelson, Winter, 1982; Dossi et al., 1988)*. From these theories, innovation is considered as a path-dependent process in which it is developing through the interaction between different subjects and then is tested in the market. These interactions and market tests largely determine which of the developed products are successful, thereby influencing the future path of economic development. The work *Models of Man* (1982) by H. Simon on the theoretical foundations of decision-making and problem-solving has had a significant impact on the development of scientific discourse concerning innovations and the emergence of design thinking methods that use creativity to solve complex problems *(Verganti, 2009)*.

According to K. Iwai, the essence of any evolutionary theory is Darwinism, i.e. the strongest survives and disseminates its distinctive features due to the increasing speed of reproduction. Concerning evolutionary theories, mechanism for the selection is developed through the difference in growth rates between high-profit and low-profit companies (or between low-profit capital funds and low capital stocks) *(Iwai, 2000)*.

Moreover, the author mainly argues that there are two ways that a company can follow to improve its technologies – innovation and imitation. The company can thrive in applying new and better technology through its research efforts. Also, it can increase its effectiveness by applying the more suitable technology of other companies. Then the technology development can be defined through the dynamic interaction of innovation and imitation *(Iwai, 2000)*. So, we will consider the imitation process.

It is undeniable that technological information is not only social good that is freely accessible to businesses. However, it also cannot be only private. As K. Arrow states, "information in any productive way is bound to reveal it, at least in part" and "mobility of personnel among firms provides a way of spreading information the mobility of personnel between enterprises provides a way to disseminate information" *(Arrow, 1962: 615)*. Even if the ownership belongs to proprietors of new technology, they can only create a part-time barrier, "since there are obviously enormous difficulties in defining in any sharp way an item of information and differentiating it from other similar-sounding items" *(Arrow, 1962: 615)*. Thus, the new technology will be inevitably distributed to companies due to their imitation activities. And its secret is leaked faster, as more and more companies start to use this technology for production. There is always an element of the stripe effect in the dissemination of new ideas or things *(Iwai, 2000)*.

When a limited amount of companies takes advantage of the best technology, imitation is subtle and user growth is slow. However, one imitation raises another and the spreading starts. The growth rate of the best technologies is accelerating until almost all enterprises adapt them. Then growth begins to decelerate, while the rate keeps growing until it absorbs all members of the industry. In the end, the best technology will prevail. Such a process of technological diffusion, in K. Iwai's opinion, resembles the evolutionary process of "Lamarckism" *(Iwai, 2000)*, a theory of evolution based on the hypothesis that physical changes in organisms during their lives can be passed to offspring *(Encyclopaedia Britannica, 2020)*.

The researcher notes, though, that achieving a long-term state of the industry, when every market participant has full access to the best technologies, is impossible because innovation or, according to J. Schumpeter, "new combination" *(Schumpeter, 1961)* hampers it *(Iwai, 2000)*. Therefore, the function of innovation is to destroy the evolutionary trend that deals with static equilibrium.

Thus, we can state that evolutionary theories of innovations explain the process of their development in terms of the leading provisions of evolutionary theories by Ch. Darwin and J.-B. Lamarck, which are applied in economics and management.

3. Linear models of innovations

A special place among many theories of innovation belongs to linear models of innovations and their alternatives, for example, the linked-chain model *(Kline, Rosenberg, 1986)*.

Linear models of innovations were developed to streamline the innovation process conceptually, nevertheless, they distort the process somewhat, presenting it simply as an explicit linear process. According to this model, the development of innovations can be represented as the following algorithm (see Fig. 1).

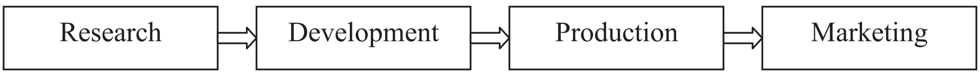

Figure 1. Innovation process from the position of a linear model

However, critics of these models emphasize the lack of feedback at different stages of innovation, as well as the lack of feedback from consumers of innovative products *(Kline, Rosenberg, 1986: 286)*.

In this context, S. Kline and N. Rosenberg consider the linked-chain model more suitable. Its elements are presented in Fig. 2.

The authors of this model say that the innovation process starts in conditions of uncertainty, rapid changes, and therefore can occur in several directions. Moreover, researchers identify the main direction of innovation development, so-called "central chain of innovation", which begins with a project, goes through the stages of development, production, and marketing. It deals with stages that describe the linear models. At the same time, there are other ways of feedback, which indicate the directions of cooperation with stakeholders in the process of designing, developing, producing, and disseminating innovations, taking into account the needs of the market and the individual needs of consumers. In this regard, S. Kline and N. Rosenberg note that market needs can only be met through solving technological problems. Besides, they add that the opposition between “market engines” and “technology engines” is somewhat artificial, because any market requirement, being the innovation cycle, eventually leads to the development of new projects, and each new successful project results in the emergence of new market environment *(Kline, Rosenberg, 1986)*.

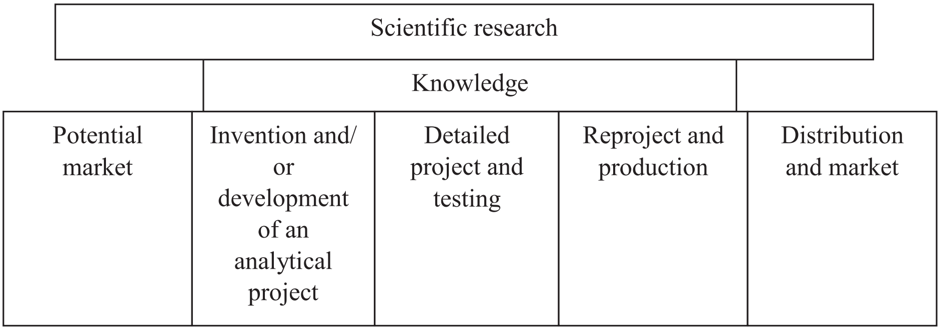

Figure 2. Elements of the linked-chain model *(Kline, Rosenberg, 1986: 289)*

So, in addition to the central chain, the linked-chain model assumes the presence of:

– numerous feedbacks which link and coordinate innovation (research and development) with manufacturing and marketing;

– side links with research throughout the central chain;

– long-term large-scale researches to create reserve innovations;

– potentiation of completely new products or processes from research;

– enrichment of the scientific field with innovative products *(Kline, Rosenberg, 1986: 303)*.

4. Theory of innovation ecosystem

Referring to the theory of innovation ecosystem, we can assume that there is a certain conceptual analogy between the innovation ecosystem and the biological ecosystem, which can prevail in nature. Thus, the biological ecosystem includes both all living organisms (biotic factors) in the environment and its physical environment (abiotic factors). They function as a whole unit. The biological ecosystem may have one or more states of equilibrium, where there is a comparatively stable set of conditions for maintaining the population or exchanging nutrients at certain levels. The biological ecosystem has definite functional characteristics that regulate changes or maintain the stability of the desired state of equilibrium. In the biological ecosystem, the state of equilibrium is described by modeling the energy dynamics of ecosystem operations. In this context, energy presents a predator-prey relationship and plants transmit energy; calories are burned by consuming a prey, thus transferring the energy of the prey to the predator, and when the plants die and decompose, their energy is transferred to the soil, where it is again consumed by other plants. So, energy dynamics is a complex function and the ecosystem can be considered as a whole unit because each part of the ecosystem functionally affects the other one *(The Scale Project, 2005)*.

Summarizing the previous statement, we can note that the biological ecosystem is a complex set of relationships between living resources, habitat, and its inhabitants. As for its functional purpose, it may maintain a stable equilibrium.

Instead, the innovation ecosystem describes the economic dynamics of a set of relationships between subjects or formations. Their functional purpose is to enable the development of technology and innovations. In this connection, the subjects can be both material resources (funds, equipment, resources, etc.) and human capital (students, teachers, non-academic staff, industry researchers, industry representatives, etc.), which constitute the institutional structures involved in the ecosystem (e.g. universities, engineering colleges, business schools, business firms, venture capitalists, university research institutes, federal or industrial quality centers, as well as state and/or local economic development and business promotion organizations, financial agencies, politicians, etc.).

The innovation ecosystem includes the knowledge economy that concerns basic research and the commercial economy that regulates the use of market mechanisms. These economies are interconnected because the resources invested in the knowledge economy must come from the commercial sector. This statement means that government investment in innovation (research and development) is ultimately derived from tax revenues. However, according to D. Jackson, to stimulate innovative activity, it is necessary to distinguish initiatives that regulate the knowledge economy from financial stimuli that regulate the commercial economy *(Jackson, 2011)*.

Thus, one of the important characteristics of the innovation ecosystem is the fact that the resources present in the knowledge economy are related to the resources developed by the commercial economy, usually as a part of the income in the commercial economy. Another feature is that formations within the innovation ecosystem are either geographically localized or strategically linked to focus on the development of a specific technology *(Jackson, 2011)*. The best-known example of the geographically localized ecosystem is Silicon Valley, while examples of strategically linked ecosystems include Innovation Ecosystem Development Initiative (the US Department of Energy), which focuses on accelerating the introduction of energy innovations, and the European Innovation Initiative's Digital Ecosystem technologies, which aimed at business system creation that based on information and communication technologies *(Williams, Lewis, 2010; Jackson, 2011)*.

It is worth to mention that the outlined strategic initiatives at the international and national levels are illustrative, but not isolated examples, as innovative ecosystems can be created to solve any problem.

It is worth noting that the innovation ecosystem is prosperous and healthy when resources invested in the knowledge economy (through private, public, or direct investment in the business) are subsequently replenished by increased income in the commercial economy *(Jackson, 2011)*.

Conclusions and suggestions

After reviewing theories of innovation development, applied in higher medical education, we can conclude that the most common ones are diffusion of innovation theory; evolutionary theories of innovations; linear model of innovations; theory of innovation ecosystem.

Diffusion of innovation theory was proposed by E. M. Rogers in the 1960s. It states that sometimes an idea or product evolves and spreads in a certain social system. The outcome of such diffusion points out that people, being a unit of the system, develop new ideas, behaviors, or products.

Evolutionary theories of innovations consider innovation as a path-dependent process where it is developed through the interaction of different subjects and then tested in the market.

These theories explain the process of their development in terms of the leading provisions of Darwinism and Lamarckism.

Linear models of innovations mostly deal with the linked-chain model under which the innovation process occurs in conditions of uncertainty, rapid change, and therefore can occur in several directions.

Theory of innovation ecosystem describes which describes a complex of ties within the economic dynamics. These ties can be between subjects or formations, the main purpose of which is to provide the development of technologies and innovations.

As for the prospects of future researches, we will cover the conceptual bases of comparative and pedagogical researches relating to innovative activity in higher medical education.

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THE ROLE OF PROJECT AND PROBLEM LEARNING IN DEVELOPING THE RESEARCH COMPETENCE OF STUDENTS

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Summary

Research competence is the basis for the development of other more specific and subject-oriented competencies, since it helps the student to learn, allows him to become more flexible, competitive professional, helps to be more successful in the future, and determines the meaningfulness of life`s forming.

The article examines and analyzes the role of pedagogical teaching technologies in the development of students' research competence. The conditions for the development of research competence of students by means of modern pedagogical technologies are described. The main approaches to defining the essence and content of learning technologies are analyzed.

After the analysis of own experience, organization and conduct of educational and research activities of students, the author concludes that the use of modern educational technologies allows the obtainment of successful results in the constructing of components of the research competence of students at the Ukrainian language and literature lessons. The developmental technologies – problem and project learning are in demand the most, where the integration of theoretical and practical components, the development of creative and critical thinking, and of readiness for self-development and self-improvement are carried out.

Keywords: competence, research competence, learning technologies, problem-based learning, project-based method, project learning.

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Introduction

From the beginning of the XXI century, it becomes more and more obvious that the skills and abilities of scientific research are necessary not only for those whose life is already connected or will be connected to the scientific work, but they are necessary for every person. A human being is by nature a researcher; but today the research inclinations given to him from birth are not enough, so people must learn research activity. This actualizes the problem of research skills shaping in the younger generation, mastery of research, without which the forming of research competence is impossible.

Research competence is the basis for the development of other more specific and subject-oriented competencies, since it helps students to learn, allows them to become more flexible, competitive, to become more successful in the future. All of that determines the importance of research competence forming.

We believe that in terms of development of the student's personality, research competence most fully reflects modern requirements of the quality of higher education.

Each person is naturally gifted with a tendency to cognize and to explore the world around them. Properly delivered training should improve this inclination; contribute to the development of desire, which is, as usual, not enough to solve research problems. The effectiveness of research activity depends both on the degree of enthusiastic attitude towards this activity, and on the ability to perform it. By instilling in students hunger for research, we equip them with methods of scientific research *(A. Khutorskoy, 2003)*.

A number of innovative teaching technologies, corresponding forms, methods and means have been developed in pedagogy in recent years. All of that have great potential in the development of the research culture of students.

It seems to us that the general requirements for the selection of appropriate learning technologies are: active and developmental character, personalized and socio-professional orientation. In a holistic educational process, learning technologies should be combined harmoniously. At the same time, while remaining in the field of the competence-based approach, the emphasis should be on technologies that ensure the forming of research competencies through the assimilation of the content of professional activities by the future specialist, as well as the development of systemic and flexible thinking, social mobility and adaptability, the ability to work in a team, the ability to take on the responsibility, readiness for continuous self-improvement, overcoming obstacles, etc.

The purpose of this article is to review and analyze the role of teaching technologies in the forming of research competence.

Analysis of scientific literature on pedagogical technologies (O. Babenko, N. Bibik, L. Burchak, L. Vashchenko, I. Drach, I. Zyazyun, O. Semenog, O. Savchenko, M. Makhmutov, G. Verbitsky, G. Selevko, A. Khutorskoy, and others) allowed us to find out that the technologies of problem-based and project-based learning are the most adequate for the task of expending the research competencies among students of a higher professional school.

In this regard, we will look deeper into the main content of these learning technologies.

Problem-based learning

Problem-based learning is also an effective way of forming and developing creative potential, cognitive activity and research skills among students.

The technology of problem-based learning is understood as “a system of specific techniques and methods that promote both the independent acquisition of knowledge and their independent use in solving new cognitive and practical problems. Problem-based learning combines the systematic search activity of students with their assimilation of ready-made conclusions of science, and the system of teaching methods is built taking into account the principles of goal-setting and problem-solving” *(M. Makhmutov, 1993: 127)*.

For this type of education is characterized by knowledge and methods of activity that are not given in a finalized form, but are to a greater extent the subject of the search of the students themselves. The teacher reveals the possible general directions of such a search and notifies about the false paths; but the students themselves try to solve the problem with the help of the teacher's heuristic hints. The process of problem-based learning becomes similar to scientific research. This learning model goes back to the methods of D. Dewey's system – learning by doing. In the 60s, its version was developed by J. Bruner. The idea and principles of problem-based learning is associated with the names of such outstanding didacticists as I. Lerner, M. Skatkin, M. Makhmutov, I. Ilnitskaya, V. Okon. Research in this area is now being carried out by other representatives of pedagogical science.

By problem-based learning V. Okon understands “a set of actions such as organizing problem situations, formulating problems, providing students with the necessary assistance in solving problems, checking these solutions and, finally, guiding the process of systematizing and consolidating the acquired knowledge” *(V. Okon, 1968: 184)*.

In the theory of problem-based learning, reproductive and research methods are successively interconnected, including traditional methods of teaching and learning. Since in the process of problem-based learning, skills of independent, creative activity are effectively formed, and not only the scientific level of teaching is increasing, but also its motivational, emotional saturation; so, this type of teaching in a modern school plays the main role in improving the quality of training a specialist that meets the requirements of the XXI century.

This type of training presupposes the consistent and purposeful advancement of cognitive tasks given to the students, while solving those, guided by a teacher, they not only actively assimilate new knowledge, but also, they develop motivational, emotional, subject-practical and other aspects of individuality. Starting with a problem situation, the process of thinking proceeds as a search for the unknown and ends with the discovery of it and the forming of new mental paths.

Let us review the pedagogical possibilities of problem-based learning in the forming of research competencies of students. Obviously, in this case, one should consider several aspects. Firstly, by remembering which research competencies are possible to form via problem-based learning. Secondly, it is necessary to take into account the first point, by analyzing the possibilities of means of implementing problem-based learning in their forming (for example, creating a problem situation, stating a hypothesis, the proof of it, problem-based forms and teaching methods, etc.).

The first question, what kinds of research competencies can be predominantly formed in the context of problem-based learning? Problem-based learning, due to its essential features, can contribute to the forming of such core competencies as “the ability to solve problems in the field of professional and social activity independently and effectively”, “the ability to act independently in conditions of uncertainty”, “the ability of critical thinking”, and “the desire of creative self-actualization”. These possibilities of problem-based learning in the scientific and pedagogical literature have already found justification to one degree or another (M. Makhmutov, I. Lerner, D. Vilkeev, V. Andreev, etc.). However, if to consider students of the higher professional school, no special research has been carried out on this issue; so, it seems important and objectively necessary to study it. In addition, it should be emphasized that so far problem-based learning has been viewed by researchers mainly from a purely didactic standpoint. Meanwhile, in modern conditions it is necessary to look upon this concept more broadly, as upon a general pedagogical theory that allows solving not only purely didactic tasks, but also the tasks of personality development and of the forming of universal abilities in students.

Project learning

Active teaching methods are important means of developing research skills and abilities, and the project method takes one of the leading places.

The project method as a way of teaching future teachers is attractive because it is a kind of developmental education. It generates the prerequisites for the desire of students to show their creativity in educational and innovative activity; enhances stimulus for cognitive actions, develops their thinking, self-sufficiency, reliability, the ability to design, draw conclusions, and define the value of obtained results.

The personality-oriented interaction of a teacher and students is significant in such settings, when any student, according to his skills, calling, general knowledge and personal experience, has a chance to apply his erudition, universal learning steps, and creative original idea.

The technology of project learning has great opportunities in the development of the personality of students, including research competencies.

The ideas of project learning are reflected in the studies and publications of American educators: J. Dewey, W. Kilpatrick, E. Collings who worked at the beginning of the XX century.

The theoretical basis of project-based activities is also revealed in the works of modern Russian researchers: V. Guzeev, T. Levin, N. Matyash, G. Selevko, E. Polat, I. Chechel, I. Shendrik.

Theoretical and conceptual framework of project learning technology in Ukrainian pedagogy are investigated by: N. Borisova, O. Kovalenko, O. Pekhota, G. Romanova, S. Sysoeva, K. Bakhanova, I. Ermakova, O. Pometun and others.

The research of recent years by A. Kobernik, I. Konovalchuk, T. Podobedova, which reflect the essence of the process of project-based activity, the corresponding technology and the conditions for its implementation in the educational process are of particular interest. Problems of organizing project learning activities became the subject of dissertation research by S. Izbash "Project-based activity as a factor of social and professional adaptation of students of a pedagogical university", M. Pelageichenko "Preparing future vocational education teachers for organizing project-based activities of students of secondary school", A. Zosimenko "Organization of project learning activity for future teachers in the process of studying pedagogical disciplines" and others.

Projectteaching is practiced more and more in their work by teachers, such as L. Varzatskaya and L. Kratasyuk, G. Tokman, A. Onoprienko, P. Kendzer and A. Voitenko, L. Golovko, I. Zozyuk, N. Podranetskaya.

L. Varzatskaya and L. Kratasyuk developed practical and methodological recommendations for organizing the project learning activity for students during the Ukrainian language lessons. G. Tokman sees project learning as a modern educational technology that can be used for teaching Ukrainian literature. Detailed methodical recommendations for the implementation of the project method in the educational process of secondary schools were developed by A. Onoprienko, P. Kendzer and A. Voitenko. S. Korshok and G. Boyko insist that in the process of composing new textbooks on Ukrainian literature, it is necessary to take into account the possibility of using the project method by teachers-philologists. The pedagogical technology "projectmethod" in their activity is successfully used in Ukraine by: L. Golovko, I. Zozyuk, N. Podranetskaya in the process of learning the Ukrainian language; L. Gerus, A. Demyanenko in the process of teaching Ukrainian literature.

As we can see, the study of scientific and pedagogical literature shows that a considerable number of studies have already been devoted to the development of projectlearning.

According to N. Chernilova, project-based training is marked as developmental, based "on the sequential implementation of complex educational projects, educational activity, which includes informational breaks for mastering basic theoretical knowledge" *(N. Chernilova, 1997: 118)*.

E. Polat underlines a distinctive feature of the project method such as "…a pragmatic focus on the result that can be obtained by solving one or another practically or theoretically significant problem. This result has to be seen by the students, comprehended and applied by them in real practice" *(E. Polat, 1999: 208)*.

Here is the definition of the project method according to A. Kobernik: "This is a learning system where students acquire knowledge in the process of planning and performing tasks that are gradually becoming more complex" *(A. Kobernik, 2007: 42)*.

O. Pekhota writes, "at the essence of the project-based technology is the stimulation of the student`s interest for certain problems what imply the possession of a certain amount of knowledge, and showing the practical application of the acquired knowledge, via projectactivity, namely, by finding a solution for one or a number of problems; from theory to practice" *(O. Pekhota, 2001: 238)*.

According to the definition given in The Ukrainian Pedagogical Dictionary, the project method is an organization of educational activity, "in which students acquire knowledge and skills in the process of planning and performing practical projects-assignments" *(G. Goncharenko, 1977: 205)*.

Defined by S. Sysoeva, the project method is one of the pedagogical technologies "which reflects the implementation of a personality-oriented approach in education (namely, pedagogical technology, although the title of the technology uses the word "method") and contributes to the forming of the ability of a person to adapt to the rapidly changing living conditions in the post-industrial society" *(S. Sysoeva, 2005: 26)*.

The opinion of these famous teachers on the technological effectiveness of the project method is shared by I. Ermakov *(Ermakov, 2005)*, G. Stolyarenko, A. Demyanenko *(G. Stolyarenko, 2005)*, G. Isaeva *(G. Isaeva, 2005)*, I. Zozyuk *(I. Zozyuk, 2005)*, I. Gus, I. Kalmykova *(I. Gus, 2005)*.

According to scientists, the goal of the project learning is to create conditions in which students:

– acquire the missing knowledge from various sources independently;

– use the acquired knowledge to solve cognitive and practical problems;

– acquire communication skills by working in various groups;

– develop research skills (identifying a problem, collecting information, observing, conducting experiments, analyzing, formulating hypotheses, summarizing);

– develop systematical thinking.

The project method is always focused on the independent activity of students, whether individually, in pairs, or in a group, when students work during a certain period of time. This approach is organically combined with a cooperative learning approach. The project method always presupposes the solution to some problem, which envisages, on the one hand, the usage of various methods, teaching tools, and on the other hand, the integration of knowledge and skills from various fields of science, industry, technology, and creative fields. The results of the completed projects should be "tangible", i.e., in case of a theoretical problem, there should be the specific solution found; if there was a practical problem, then the particular result ready for implementation must be presented.

The ability to use the project method is an indicator of the teachers` high qualifications, their progressive methodology of teaching and development. It is not without reason that this technology is referred to the technologies of the XXI century that primarily develop the ability of a person to adapt to the rapidly changing living conditions in the post-industrial society.

Classification of educational projects (by E. Collings). The developer of the project method, American professor E. Collings, proposed the world's first classification of educational projects *(E. Collings, 1927)*.

Game projects: various games, folk dances, drama performances, etc. The goal of it is the participation of children in group activities.

Excursion projects: expedient study of problems related to the environment and social life.

Narrative projects: their purpose is to enjoy the story in the most diverse forms: oral, written, vocal (song) or musical (playing the piano).

Constructive projects: the creation of a specific, practical product: making a rabbit trap, building a stage for a school theater, etc.

Requirements for using the project method. Basic requirements for using the project method:

– the presence of a problem or task that is significant in the explorative and creative sense, requiring integrated knowledge, scientific search for its solution;

– the practical, theoretical, cognitive significance of the expected results; an independent (whether individually, in pairs, or in a group) activity of students;

– the structuring of the project content (with the indication of the results of each phase);

– the implementation of research methods: definition of the problem, the research tasks arising from it, formulating a hypothesis of their solution, discussion of research methods, recording of final results, analysis of the obtained data, summarization, correction, conclusions (implementing the brainstorming method in the course of joint research, "round table", statistical methods, creative reports, etc.

There are several approaches to the classification of projects *(E. Polat, 1999: 205)*. E. Polat identifies five groups of projects for the dominant student activity:

– applied project;
– research project;
– informational project;
– creative project;
– role-playing project.

Projects also differentiated by their:

– complexity: mono-projects and interdisciplinary;
– duration: mini-projects, short-term, long-term;
– number of participants: individual or in a group.

The gist of project learning is that the student, in the process of working on a subject, comprehends real processes, objects, etc. It assumes that the student experiences specific situations which introduce him to deep penetration into phenomena, its processes and the constructing of new objects. Project-based education teaches and develops a project attitude towards the world, one's own life. It allows future specialists to combine educational, research and quasi-professional activities. It envisages the use of a combination of research, scientific, problem-solving and interrelated methods, as well as the integration of reflexive, presentational, research and other techniques.

Project-based learning must be considered as the main type of cognitive and research activity for university students.

Conclusions and suggestions

The technologies reviewed in the article are referred to as to the technologies of the XXI century, which provide, first of all, the ability of a person to adapt to the rapidly changing living conditions in a post-industrial society.

Based on the analysis of our own experience, organization and conduct of educational and research activity of students, we can conclude: the use of modern educational technologies allows us to achieve successful results in the forming of the components of research competence in students during the Ukrainian language and literature lessons.

Students can independently formulate goals; plan research activities alone or with others; apply the knowledge obtained from various sources outside the scope of the syllabus; are able to independently state a hypothesis; plan an experiment themselves. They can also evaluate the results of work and develop a computer presentation independently; as well as carry out reflection while presenting their work.

Thereby, we conclude that the technologies for the forming of research competencies are diverse. However, the technology of project learning can contribute to the holistic forming of students' experience of activity in its various types (cognitive, communicative, transformative, etc.).

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A THEORETICAL MODEL OF PREPARATION OF FUTURE MILITARY PILOTS FOR COMBAT FLIGHTS

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Summary

The purpose of the article is to present to the scientific community the principles of the author's theoretical model of training of future pilots for combat flights. As a new direction in military pedagogy, the process is believed to be significant for training of future military pilots in the practice of higher education military institutions in Ukraine. Its pedagogical simulation was conducted for the first time. The author's model is believed to be peculiar because it considers the military education specifics and clear orientation on professional combat engagement of military aviation specialists. Components of the author's model are described herein, and its schematic graph is offered for clarity. Gaps and inconsistencies in the training of future military pilots between actual requirements for modern military specialists, the theory and practice of this process are specified. Since the simulation study of the issue is conducted for the first time, the author points that the proposed model is to be specified and adjusted, and theoretical provisions and preliminary conclusions to be experimentally verified. The research was conducted for the doctoral thesis at the two leading higher education aviation institutions in Ukraine.

Keywords: future military pilot, professional training, combat flight, simulation study in pedagogy, simulation pedagogical model, higher education military institution.

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1. Introduction

In recent years, strengthening and modernization of the Armed Forces of Ukraine, including the Air Force, has been implicitly considered as one of the key factors to preserve national statehood and territorial integrity. Under the current tense geopolitical situation around Ukraine, the training of highly professional military personnel according to leading international and NATO standards seems to be especially important.

Previous researches on the training of military pilots at HEMIs were conducted mainly within aviation psychology and pedagogy, without consideration of the military education specifics and the military didactics peculiarities. Preparation of future military pilots for combat flights has never been studied in the military pedagogical science as a separate pedagogical research subject, and therefore is believed to be a new promising issue.

Currently a significant gap is observed between actual objective requirements of scientific and technical development to military pilots' core competencies, the level of scientific and theoretical support for their training and their actual practice at domestic HEMIs. A holistic pedagogical system of effective professional training of military pilots for combat flights has not been formed yet. The system design and implementation should begin with its theoretical model to be created.

The goal of the research is to try to outline for the first time the contours of the theoretical model of training of future military pilots for combat flights based on the simulation study method. Tactical tasks in the goal achievement are to identify and justify the model components and the internal links between them.

2. Professional training of future military pilots

In general pedagogy, traditionally the concept of "training" is inextricably connected with two components – the process of training of future professionals to vocational activity and the process outcome, expressed in the young professionals' readiness to this activity. Extrapolating this approach to military education for future pilots, we propose to consider the training of future tactical aircraft pilots as a specially organized process of training and education of future military pilots at multidisciplinary HEMIs with scientific, pedagogical, organizational and tactical specifics, and resulting in their readiness for vocational military activity due to the formation of the system of knowledge, skills and abilities to perform combat tasks in the air (survival instinct) as the art of training and performing combat flights.

Studying at HEMIs is a component of professional training of military specialists. An analysis of pedagogical sources allows to state that the modern pedagogical interpretation of professional training reduces it to two key points – the formation of professionally significant knowledge, skills and abilities of the future specialist during educational activities (professional education) and the result of this activity, expressed as core competencies with the mandatory psychological readiness for the future profession. In turn, vocational training is indicated to be a form and a tool for the vocational education: during this process, didactic goals are to be determined, pedagogical goals to be set, learning to be modeled, teaching methods and ways to be clarified, specified and correlated, a pedagogical result to be formed. At the same time, it is able to act as an indicator of the successful training and readiness for vocational activity. Based on the above, the training of future tactical aircraft pilots should be considered as a didactic system of organizational, educational and specific methodological measures aimed to train and educate the personality of a military pilot capable of performing any combat missions and resulted in his professional and psychological readiness for successful vocational activity *(Nevzorov, 2020)*. This interpretation will be the initial point in development of the appropriate theoretical model.

3. Combat flight as an object of pedagogical modeling

Combat flight is not actually a pedagogical category. In order to achieve the goals of the author's doctoral thesis research (and the article as a publication of provisions thereof), we borrowed it from the military science. In the theory of military aviation and current administrative documents of the Ministry of Defense of Ukraine, it is defined as a flight to perform a combat mission (assigned task). In the military-pedagogical study, a combat flight appears as the basis of a military pilot's professional activity, its most important component to demonstrate the level of training, physical and psychological readiness, ability for improvement and moral endurance. As for training of future military tactical aircraft pilots, we propose to consider it as the main type of vocational activity of military pilots, aimed to perform combat missions, and readiness (physical, psychological, technical) – as a key competence indicator of the educational system to ensure quality for training of future tactical aircraft pilots to perform combat missions. In this sense, this category is used to create a theoretical model of training of future military pilots for combat flights.

4. Principals of the author's theoretical model

A model in science and philosophy is traditionally considered broadly as "a universal tool of conscious perception of reality, especially in the vocational activity" *(Osadchyi, 2017: 145)* and narrowly as a holistic reflection of a real object in perfect shape. The method of pedagogical modeling or simulation study in pedagogy allows to learn various pedagogical phenomena, processes, constructs, etc. by reproducing their characteristics on specially built theoretical models. The classical definition of the model as a method of pedagogical cognition was offered by V.A. Shtoff: "A model is a mentally imagined or materially realized system, which, reflecting or reproducing a research object, is able to replace it so that its study will give us new information about this object" *(Shtoff, 1966: 12)*.

Given that the process of training of future military pilots for combat flights has not been studied yet as a separate construct in military pedagogy, it seems appropriate and scientifically justified, in our opinion, to study it by developing an appropriate theoretical model.

In pedagogical science, models are known to be divided into educational and research ones. The latter provide scientific search and contribute to the study of pedagogical objects. The offered model should be related to this group. Research models, in turn, are divided into ascertaining (conceptual), research and simulation ones. Considering the subject of our research, which is essentially a specific type of educational process, in order to study the influence of external factors on the system behavior, we chose the simulation type of the model, designed to reproduce essential characteristics of its behavior.

Thus, we propose to outline the basics of the pedagogical research simulation model, aimed to substantiate scientifically and theoretically the modern, effective and flexible system to ensure quality for training of military aviation personnel for the needs of the Armed Forces of Ukraine, taking into consideration the level of development and best military aviation experience, in peace and war.

The model envisages the formation of the future Air Force pilot's personality at domestic HEMIs basing on the holistic system of professional training. At the same time, our model is supplemented with the educational and information environment of the higher education institution, which acts as a catalyst for the motivational and valuable attitude of student pilots to future professional activities.

The model principles are schematically expressed in Fig. 1.

The training process is assumed as a specific type of the educational process at a higher education military institution to have a purposeful and pedagogically designed nature, focused on the current needs of the national Armed Forces.

Its strategic goal is to train professional military pilots prepared for effective combat piloting by means of military didactics.

The tactical tasks are as follows:

1) professional-orientation selection of students according to the list of updated mental, physical and psychological criteria;

2) application of systematic, competency-based and personality-oriented approaches in training at all stages and in all student pilot training forms;

3) the algorithm for the training process in three dialectically interrelated stages:

– preparation (diagnostics of the student's intellectual, psychological, physical, physiological and motivational readiness for future vocational activity; initial training – theoretical and general military training, technical and synthetic propaedeutics, initial physical and psychological training);

Fig. 1. Scheme of the principles of the model of training of future military pilots for combat flights

Source: developed by the author

– activity ("immersion" in the profession – mastering military aviation tactics, full synthetic and flight training, simulation of military flights in different conditions; formation of professionally significant abilities and skills; training attrition for weak students);

– assessment (diagnostics of the formation of professional competencies; final professional inconsistency-based screening).

The training components in our model are as follows:

– general theoretical, specific technical-theoretical (flight physics, military aircraft structure, navigation, guided and other aircraft equipment, combat complexes, military-aviation computer systems, etc.) and tactical-theoretical training;

– synthetic training on all types of modern aviation simulation systems;

– physical and physiological training (for fortitude and resistance to high overloads, parachute training, etc.);

– flight training (ground and air, simulation of collisions with an enemy and other combat missions);

– intensive psychological training.

The training method, which should be distinguished from the flight training method, which is essentially a didactics of aeronautics, includes the whole range of modern pedagogical techniques and tools focused on interactive and group methods.

The pedagogical result of the training process should be a motivated, reliable, patriotic, stress-resistant personality of a military pilot – a staff officer with core competencies and psychological readiness to perform combat missions in the sky.

Conclusions

The above-described principles of the theoretical model of preparation of future military pilots for combat flights reveal the peculiarities of the training at HEMIs at the present stage, taking into consideration the specifics of military education. Deviation from the tendentious post-Soviet approach, limited by postulates of the flight training methodology, towards modern scientifically justified positions (based on concepts of a flight model and an operator of complex systems), allows, in our opinion, to implement a key pedagogical task – to form, test and introduce at domestic HEMIs the effective system to ensure quality of training of military aviation personnel for the needs of the Armed Forces of Ukraine.

In the perspective of further researches – clarification and extension of the scholarly apparatus of the proposed author's model and its experimental verification.

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FOREIGN EXPERIENCE OF IMPLEMENTING THE SYSTEM OF AESTHETIC EDUCATION OF THE YOUNGER GENERATION

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Summary

The issues of aesthetic education and development of aesthetic culture among the younger generation are the topical issues today. Personal orientation of modern education provides young peoples involvement in the aesthetic experience of humanity, creative activities, which are the base of personal aesthetic development. Aesthetic education is one of the primary schools educational system directions. It is realized in unity with the mental, moral, physical and labor education of primary schoolchildren and acts as a necessary factor in the comprehensive development of personality.

Aesthetic education is an integral part of a harmoniously developed personality formation, a necessary condition for the spiritual development of human, his moral stability, creative attitude to work. Today we face the problems that children do not understand the aesthetic meaning of artistic values, the low level of schoolchildrens aesthetic consciousness, the lack of true spirituality. Nowadays the aesthetic education is one of the problems, which solution will influence the further development of culture.

The purpose of our research is to determine ways of implementing the system of younger generations aesthetic education in Ukraine, based on the analysis of foreign experience.

There were used these theoretical methods of research in the process of writing this article: the analysis of psychological, pedagogical and methodological literature on the problem of research; synthesis of the basic research concepts of; formulation of conclusions on the problem.

Keywords: system approach, goalmotivation, informative, operationally-functional and diagnostically-effective components.

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1. Introduction

The determination of the main goal presented in the model based on the principles of personality-oriented education is the essence of primary school childrens aesthetic education system. Its internal capabilities are revealed, which determine the achievement of the intermediate goal and objectives, at the same time. The gradual organization of the educational process which forms humanistic value orientations, artistic and aesthetic knowledge and skills involves achieving the previous stages goal, which is a mandatory and sufficient condition for the effectiveness of the next phase. The essence of aesthetic education is an important design tool, because in the modeless development and organizational decision, its choice is the first and most responsible algorithm. The strategy of aesthetic education is the base for all artistic and aesthetic education directions, at the same time, the subordination of all processes components provides the expected quality of artistic and aesthetic education.

The system of aesthetic education is a purposeful, holistic, creative pedagogical process based on a holistically-integrated approach and the concept of dialogue interaction in the process of development and assimilation artistic and aesthetic knowledge and skills, activated by value orientations. This gives us a possibility to solve the problem of artistic and aesthetic development of the junior students' personality; to fully realize the artistic and aesthetic potential inherent in academic disciplines, to increase their artistic and aesthetic capacity; to lay the artistic and aesthetic foundations of education; to create conditions for going beyond program school education.

2. The concept of aesthetic education

The aesthetic education is a complex and multifaceted phenomenon that can be called a "system of aesthetic education". The system approach contributes to the construction of an educations holistic system as a set of all their components (phenomena, processes, influences, stages), the interaction of which generates a new system quality. A systematic approach to the schoolchildrens' aesthetic education involves the consistent implementation of all its tasks by all available means. The influence of the family, school, mass media, and out-of-school educational institutions should be taken into account and coordinated here.

We noticed that there are different approaches to the definition of "education system" and "aesthetic education system", while analyzing the psychological and pedagogical literature

In particular, V. Bespalko determines a pedagogical system as a set of interconnected tools, methods and processes necessary to create an organized, purposeful and intentional pedagogical influence on the formation of personality with given qualities *(Bespalko, 1989: 6)*. To his mind, the main components of this system are: students; tasks of education (general and partial); the content of education; processes of education (self-education and training); teachers (or TTA – technical teaching aids); organizational forms of educational work.

N. Kuzmina defines the pedagogical system as a set of interconnected structural and functional components, subordinated to the tasks of younger generations' and adults' upbringing, education and training *(Kuzmina, 1980: 11)*.

According to O. Semashko, "The system of aesthetic education includes all the diversity of aesthetic and educational activities, namely the main aesthetic influences' areas, the principles that determine the content, forms and methods of work. There is a content of the system at certain levels: a) scientific (education system acts as a holistic theory); b) educational and methodical (system is reflected in documents and textbooks); c) practical (introduction of aesthetic education with the help of various organizational forms and educational works' means)" *(Semashko, 1980: 76)*.

A. Kartalov believes that the system of aesthetic education is "an internally organized set of components (spheres of aesthetic action, means, factors, institutions, organizations, etc.), which are in a certain relationship and interaction… The structure of the aesthetic educations' system includes the following components: the object of aesthetic education, the object of system management, aesthetic value, volitional orientation" *(Kartalov, 1980: 33)*.

O. Dubaseniuk notes that "the system of aesthetic education is a purposeful, organized process of artistic and aesthetic education, development, childrens' upbringing, which is built on the basis of a methodological principles complex, psychologically and pedagogically resonabled methodological documents that ensure implementation in interrelation with aesthetic education of the personality, his moral and labor development" *(Dubasenyuk, 2004: 361)*.

B. Nemensky believes that the school should "have a single system of aesthetic education, which covers and combines not only the subjects of the art cycle and extracurricular activities, but literally permeates the whole childs' life, where each subject, each type of activity has its own clear conception for the whole life of the kid" *(Nemensky, 1987: 59)*.

The system of aesthetic education includes the main components: the purpose and objectives of education, methodological approaches to determining the content, forms and methods of its implementation, the presence of educational institutions that carry out younger generations' aesthetic education. We believe that the structure of the primary school students' aesthetic education system includes four components: goalmotivation, semantic, operationally-functional and diagnostically-effective.

The goalmotivating component involves defining the goals, tasks, motives and principles of aesthetic education.

The semantic component provides the formation of childrens' aesthetic consciousness (aesthetic ideal, aesthetic concepts, aesthetic views, aesthetic feelings, aesthetic tastes), on the basis of which aesthetic activity is formed (playing, educational, working, behavioral, communicative).

Operationally-functional component includes tools (various arts, nature, life, media), methods (story, conversation, explanation, review of illustrations, paintings, observations, exercises) and forms of work with children (lessons, electives, tours, workshops, studios of aesthetic education, exhibitions, educational activities).

The diagnostic and effective component involves the use of various methods to determine the level of primary school childrens' aesthetic education.

An aesthetic education has a two-level structure, according to the systematic approach. The first level provides a clear definition of the purpose and tasks of the system, methodological approaches to determining the content, forms and methods of its implementation. It is necessary to take into account the development of the physiological and psychological basis of aesthetic culture; the development of the perception culture and evaluation of artistic and aesthetic phenomena from the standpoint of form and content unity; education of aesthetic taste in its unity with the aesthetic ideal; development of the emotional personality's sphere. In order to achieve the goal and realize the tasks it is necessary to take into account the age features of younger students.

The second level involves the definition of educational and cultural institutions, events and activities that are vocated to implement through organizational forms basic aesthetic tasks and achieve goals.

The external structure must be in agreement with the internal content requirements so that each child could achieve the highest possible level of aesthetic education and aesthetic development. Unity, conformity, interaction of external and internal structures are the essence of an effective aesthetic educations' system. Such a system, built on the unity of semantic tasks and the most effective forms of their solution, is the core of the aesthetic educations' system.

3. Foreign experience in aesthetic education of children

There is a need to turn to the analysis of aesthetic education systems abroad in order to study these issues more detailed. As follows, the content of this study is not only the analysis of specific concepts or methods of aesthetic education, but also the characteristics of the conditions that in practice constitute the unity of life, art, education, which in its aesthetic impact gives such a positive effect, forming a common lifestyle, special order worldview, imbued with an aesthetic perception of the world and a sense of deep involvement in it and its manifestations.

The ideas of aesthetic educations` humanistic pedagogy are extremely relevant for the modern Ukrainian primary school. Technologization of aesthetic educational space involves special construction of didactic materials` educational content, methodical guidelines for its use, types and educational dialogue, forms of control over the students` aesthetic development in the process of educational and cognitive activities. There are many personality-oriented educational technologies used in primary school nowadays, but there are few special studies directed to educate aesthetic attitudes and to form aesthetic attitudes to the environment and so on. The existing studies address the outlined issues of this study only fragmentarily or indirectly. That's why we resorted to the foreign experience analysis of junior schoolchildrens` aesthetic education.

There are well known Waldorf pedagogy, Maria Montessori school, the concept of Celeste Frenet, developmental learning technologies, group learning activities in foreign systems and learning technologies. Let's dwell briefly on the analysis of each.

Waldorf pedagogy is characterized as a system of self-knowledge and self-development of the childs' personality in partnership with the teacher. It is based on R. Steiner's anthroposophical teaching on the individuality of a person, the main components of which are body, soul and spirit. A fundamental position of Waldorf pedagogy is R. Steiner's concept of humans` seven years rhythm development. Great importance is attached to the word of the teacher and the practical actions of students in primary school. The principle of nature compliance acts, when it comes to the formation of reading, writing and calculation skills, taking into account the readiness of the child for this activity

The theoretical basis of learning technology in the Waldorf school is directed on the holistic education of the student's personality, taking into account the peculiarities of his development. Therefore, the most important requirement is a deep study of the childs' personality, his thinking, character, will, memory, and so on. Acquaintance with children takes place before entering school *(Pavlenko, 2012: 364)*.

The exceptional importance is attached to the pedagogical impact of the environment. Waldorf teachers strive to deepen children's sense of connection with nature: "What is good for nature is always good for people". That's why children are taught to.

Waldorf schools exist in different countries: Germany, Switzerland, England, Israel, Austria and others. Since 1995 these scools have been operating in Ukraine: two schools in Odessa, one in Donetsk, one in Dnipro and one in Kropyvnytskyi. There are centers of the Waldorf Initiative in Kharkiv, Lviv, Kyiv, and Ivano-Frankivsk.

There are high demands to the teacher of the Waldorf school. He must be a highly spiritual person, have a deep knowledge of the philosophical foundations of anthroposophy, play musical instruments, speak three languages (native and two foreign).

The technology of the Waldorf school is relevant for our research, because the purpose of this study is the aesthetic education of students while studying most of subjects. Particularly the borrowing of certain approaches to the formation of children's sense of beauty in nature and the environment is relevant for us.

The next system of primary education, which is widely used in Western schools, is the school of Maria Montessori. Interestingly, this system is also a model of personal learning. It is based on the idea that each child with its individual capabilities, needs, system of relationships goes through its own, individual path of development. The creed of an outstanding teacher is the experimental research of a child in the conditions of his free upbringing in a specially organized environment. In Montessori's concept, attention is paid to the issues of continuing the “lines” of preschool development in the pedagogy of primary education. M. Montessori believes that the dominant teaching methods should be practical actions with didactic material for various purposes, taking into account such a feature of the development of primary school children as mobility. Cognitive epistemological activity is a key for our system of aesthetic education as we found in the previous section of the study.

Montessori school is built on the ideas of free, environmentally friendly upbringing of the child on the basis of independence and self-education. The main principles of such education are creation of a pedagogically appropriate educational and developmental environment, strong connection with nature, constant study of the childs' personality in activities, cooperation with adults and other children, work of children in different age groups, education of aesthetic feelings, kids` self-esteem, self-knowledge their abilities, training in self-discipline, self-organization and order, close contact with parents.

Montessori's pedagogical system found its supporters not only in Italy, Belgium, Germany, Holland, USA, France, England, but also in Ukraine. Montessori`s school began its work in Kyiv in 1992. Teachers and educators clearly adhere to the three main positions of this pedagogical theory: education should be free, individual, based on observations of the child and the main principle: “Help me to do it myself” *(Dubyaga, 2015: 17)*.

Apparently, certain positions of the Montessori system can be reflected in our system of aesthetic education.

The pedagogical concept of the French teacher Celesten Frenet is very popular in the countries of Western Europe. Its main features are mandatory consideration of the peculiarities of age psychology and the diversity of children`s abilities and inclinations, purposeful stimulation of their intellectual and emotional activity, socially useful work at all stages of learning, creating an effective system of school self-government. S. Frene realized his plans not through individual methods, but through numerous “educational technologies” and “new material ways of teaching and education”. The leading role in education belonged to eight laboratories and workshops, where children were engaged in various types of work.

In recent decades, researchers have been increasingly drawn to developmental learning technologies, which are associated with the possibility of fundamental changes in schools. Developmental learning is based on the theory of L. S. Vygotsky: “Pedagogy should focus not on yesterday, but on tomorrows' child development. Teaching is good only when it is ahead of development” *(Vygotsky, 1956)*.

One of the developmental learning theories is the theory of L.V. Zankov. To his mind, development is a manifestation in the childs' psychics of neoplasms in all areas of the psychics: the mind, will and feelings of students. The main principles of L.V. Zankovs' system are: training at a high level of difficulty; leading role of theoretical knowledge; study of program material at a fast tempo; general development of all students, both weak and strong *(Zankov, 1968)*.

The developmental training of D.B. Elkonin – V.V. Davydov became widespread in primary schools of Ukraine. Давидова. The basis of this system is the position according to which a child is considered as a subject of learning. The main purpose of developmental learning is the formation of active, independent creative thinking of the student, and as a result a gradual transition to independent learning. While the main goal in a traditional school is to teach a student to read, write, count, in developmental learning it is to form educational activities (setting a learning task, planning a course of action, reflection) *(Davydov, 1986; Dusavitsky, 1996)*.

The learning process of this system is based on such principles: from abstract to concrete, from general to partial. First of all children learn the general concepts which form the basis of the subject, then learn the specific phenomena of this concept in developmental classes. Students find a common way to solve this type of problems, by solving a concrete problem. This approach allows children to form theoretical thinking.

Analysis of the developmental learning concept gives us grounds to conclude that most of this concepts` positions can be implemented in our system of aesthetic education, as the principle from general to specific demonstrates the process of aesthetic feelings formation most complete.

The next system of alternative learning activities was defined as group activity.

The group form of educational activity arose as an alternative to the traditional one. It is based on the ideas of J.-J. Rousseau, J.G. Pestalozzi, J. Dewey on the free development and upbringing of the child. Group work in the classroom is a form of learning organization in small study groups based on cooperation with clearly defined tasks for students united by a common learning goal. This approach contributes to the formation of cooperation and communication skills.Working in small groups is characterized by such features as The interdependence of group members, personal responsibility of each group member for their own successes and the successes of their partners, joint educationally-cognitive and creative activity of students in the group, general assessment of the group work, which consists of students` communication form the assessment along with the academic results of work *(Nor, 1996)*.

Group learning activities do not isolate students from each other, as the frontal and individual do, but vice versa, allows you to realize the natural desire for communication, mutual assistance and cooperation.

The analysis of the existing systems and concepts of teaching in primary school showed that primary school uses a significant amount of educational technologies today, but does not have clear tasks for the teacher. Therefore, the primary school needs to offer a general, cognitive-activity system of educating students, which would teach them to think, acquire knowledge independently with the benefit of further existence in the environment. To our opinion, the system of aesthetic education fully corresponds these requirements and can be offered for implementation in primary school. Thus the special role in structure of educational process is given to aesthetic education as the most important way of the creative personality formation and development.

The theory and practice of aesthetic education in Western countries are interesting for many reasons, primarily because the conclusions of researchers are checked by them, usually experimentally. The philosophical foundations of aesthetic education in the United States are interesting in this regard, because there are no compulsory school programs and a single type of school, and therefore the American education system in all its components is characterized by wide variability.

Philosophical concepts of aesthetic education in the United States are based on the theory that modern society is characterized by such features: the dominance of science and technology, which sometimes leads to technocracy; excessive interest in the functional; tension and anxiety; loss of individuality; total unification. American educators recognize art as a panacea for many educational problems. Therefore, the American pedagogical literature emphasizes the special role of artistic experience for the lives of all nation`s future members and promotes mandatory art classes for every child, regardless of his talent. It should be noted that aesthetic education is seen there, mainly as education through art, mostly through the childs' own practice, not through the perception of works of art. It is assumed that life observations find aesthetic significance only through the prism of practical artistic experience.

According to this, US educators consider that one of the main goals of aesthetic education is the establishment of an emotional balance between personality and environment, the accumulation of positively colored subjective experience. We found the most consistent expression of the emotional balance idea in Victor Lowerfeld's “therapy through art” concept, based on the assumption that the main reason for the loss of children's life confidence is the inability to express their opinion in words. The whole terminological hierarchy is connected with therapy through art, which has passed into the American works on questions of aesthetic education from Z. Freud's theory and behaviorist psychology. These are self-expression, self-realization, self-confidence, and finally self-evaluation. These aspects of worldview in American theory are called with a general term – “personal adjustment”, that is the balance of personality with the environment.

French and British researchers recognize the American education system as a model for the future of their countries. The policy of official state authorities on aesthetic education is more conservative in the countries of the old world, particularly in France, in contrast to the United States. There are unified state programs (France) or a system of state final exams (England), forcing teachers to familiarize themselves with the rules inherited from traditional art teaching systems frontally. Western educators aim to overcome intuitionism in practical teaching and in the theoretical analysis of the artistic process. The positions of theorists and practitioners of aesthetic education in relation to the same problems are so contradictory at the same time that it is difficult to point the “average” concept of the Americans, French or British *(Sedova, 2001)*.

Communication between aesthetic education specialists in the United States, England and France is carried out through professional journals, as well as through national and international pedagogical societies. For example, the National Association for Aesthetic Education was established in the USA, and the Royal Society for Education through Art was established in England. Similar societies exist in France, Italy, Germany and other countries. A large number of books and special annual publications and magazines on the problems of aesthetic education are published in the United States, England and France. The most typical directions of foreign pedagogy and aesthetics basically coincide with the directions and schools of modern philosophy. The influence of such philosophical schools as Freudianism, pragmatism, neotomism and existentialism has been denoted in scientific researches. The practical application of this researches by figures of foreign pedagogy is as interesting as the theoretical search.

The analysis of scientific publications and special studies has shown that modern Western educational institutions attach special importance to active methods of aesthetic education. Proponents of this approach believe that the main thing in education is the overall childrens` development, which ultimately determines the success of learning, not only the input of knowledge to children.

Western schools of labor allow great importance to the system of aesthetic education, children's activities in general, in contrast to purely verbal methods of teaching and education. Moreover, the initiative of both students and educators is encouraged. The modern school considers the obligatory program, an estimation of progress of pupils, examinations outdated and optional. Instead, diaries are practiced as a means of systematically recording the development of the child's personality; questionnaires which find out childrens` interests and knowledge. Learning and development, rational origin and intuition, search for an objective system that ensures the acquisition of all students the necessary knowledge and skills in the field of basic sciences, on the one hand, and the disclosure of individual creative potential of children as the main goal of educational work at school, on the other hand, that is the approximate list of questions around which there is a struggle between new and old systems of education and training.

The aesthetic upbringing of children in France is, as it were, in transitional stage, where the ideas of the new American school are becoming clearer. However, it should be noted that the term “aesthetic education” is largely narrowed and limited to the field of art education, in contrast to the “Ukrainian” concept. The typical desire of the entire French nation to artistic taste should be noted while speaking of the philosophical foundations of aesthetic education in France.

Aesthetic education in French schools plays a significant role in the overall national development. Also the national importance is given to it. Therefore, aesthetic education at school applies to all students without exception, not only the particular group of gifted children.

French schools have textbooks in art disciplines, including drawing and singing, along with textbooks in general education subjects. The school produces special series of paintings reproductions and musical compositions, with a rich repertoire, using school radio and television. Modern art is widely represented, along with examples of classical art.

Modern French art and its methodological concepts have a significant impact on the content and direction of childrens` aesthetic education. Researchers of modern approaches to aesthetic education point out that the scientific basis of aesthetic education should be based on modern psychology, philosophy and aesthetics, and note the principles of Bergson, Nietzsche, Freud The founders of the art education system rightly believe that the systematic encouragement of childrens` creative pursuits have particular importance for their artistic activities. Children find their individual aesthetic expression in this search. It is emphasized that this experience cannot be replaced, as the “traditional school” is trying to do. That’s why children perform and create music, not only listening to it.

Conclusions

Thus, the analysis of the aesthetic education content in Western schools makes it possible to note in these systems a number of interesting and progressive points. In this regard, we should mention the theory of “creativity” by John Guilford, the theory of quality problem solving by means of art by Charles Pierce and John Dewey (USA), the theory of education through art by Herbert Reed, the theory of social role of art by Alfred Norton Whitehead (England), the theory of religious education by means of art Jacques Maritain (France).

Bringing the child's activities to the forefront, his creativity, high appreciation of this activity and childrens` creative work in comprehensive humanistic education, the search for active educational methods as opposed to teaching, affirming the importance of expressiveness in children's art education are advanced comparing to the traditional system of education and causes interest in the further development of such a system and its educational results.

However, it should be noted that aesthetic education in Western schools is aimed at identifying the role of art in general education, overcoming narrow specialization, eliminating the overload of teaching art with didactic and narrow technical tasks, refraining from underestimating the imagination as one of the main factors of creative personality development.

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FORMATION OF THE CULTURE OF BRAIN WORK OF PRIMARY SCHOOLCHILDREN IN THE CONTEXT OF INCLUSIVE ENVIRONMENT

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Summary

The culture of brain work is a psychological and pedagogical phenomenon that testifies to the level of development of intellectual, cognitive, research and organizational qualities of the learner. These components are identical in both pupils with typical and atypical development (with visual, hearing, speech, musculoskeletal disorders), and due to the development of activity, independence, creativity, motivation of students, these components show a positive dynamics in the whole sample of pupils. The experimental work studied the ability to analyze and synthesize and the nature of verbal creativity of pupils (cognitive component), motivation to learn (motivational component), emotional state of children during classes (emotional-volitional component), independence and activity in educational activities (activity component). A system of exercises that stimulate the development of the culture of brain work and encourages pupils with atypical development to participate in various types of educational activities – pair and group work, projects, didactic games, joint collective creativity has been developed. Pedagogical conditions which promote development of the culture of brain work of primary schoolchildren with special educational needs and with standard development are defined: the teacher chooses didactic methods, techniques and tools which will stimulate verbal creativity and group communication; creating a situation of success for each student in an inclusive class by encouraging originality and independence; observance of the principles of pedagogical optimism, faith in the strength of the child, accessibility and emotionality of learning material.

Keywords: learning motivation, creativity, metaphor, cooperative learning, group communication, independence of pupils, students with atypical development, learning strategies, idiomatic expressions, figurative meaning of the word.

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Introduction

The inclusion of children with special educational needs in educational process of the modern school is one of the priorities for the development of educational systems in many countries around the world today. The impact of social interaction on learning outcomes in inclusive classrooms, both for children with special needs and for their peers with typical development, has become the subject of considerable research in recent years. Along with this, the practice of introducing various technologies into the inclusive educational process is spreading, since the "society of skills and competencies" requires a transition to the paradigm of knowledge acquisition (learning through activities), development of student's and teacher's intellectual potential, development of new ways to spread information and learn new material (learning through discovery), broad networking (learning in collaboration), the introduction of methods of psychological influence on the student audience for both purely didactic and purely developmental and educational purposes (gamification, transformation games, socio-psychological trainings aimed at the development of soft skills, as well as inclinations and abilities of the child). The variety of ways, tools, methods, techniques and forms of learning that the school offers today to different categories of students, aims to create conditions for intellectual development of each student, children's and adolescents' mastering skills to independently acquire knowledge, process, analyze and interpret large flows of information from various sources. The formation of such skills requires, in its turn, mastering culture of brain work by schoolchildren. The latter is a psychological and pedagogical phenomenon that indicates the level of development of intellectual, cognitive, research and organizational qualities of the learner.

In view of the above, one of the issues that needs to be urgently solved is: is it possible to form the culture of brain work of primary schoolchildren with both typical and atypical development in the context of inclusive educational practices?

According to the analysis of pedagogical periodicals, for the most part this area of work in inclusive education is not given paramount importance, meanwhile due to the involvement of a special child in the process of educating the culture of brain work it is possible to enter the zone of its immediate development (L. Vyhotskyi), to stimulate cognitive interests, motivation for different activities, to communicate with peers, etc. *(T. Loreman et al., 2008)*.

The purpose of our study is to determine the psychological and pedagogical conditions for the formation of the foundations of the culture of brain work of primary schoolchildren in inclusive classes.

The culture of brain work as an object of psychological and pedagogical analysis

The concept of brain work in pedagogical science traditionally means perception, processing, synthesis, analysis of information by mobilizing resources of memory and attention. However, the strain of mental energy, intense mental work reduces a person's activity and leads to pathological functioning of attention and memory. Therefore, the culture of brain work can be a kind of guarantor from various negative consequences of the concentration of mental effort, which is especially important for children with atypical development, visual, hearing, speech disorders, who learn in terms of educational integration. The basis for the formation of the culture of brain work is cognitive activity of a pupil, which, in its turn, stimulates the development of cognitive motives and interests, intellectual abilities, values-based attitude to knowledge, mastering rational ways and methods of perception of learning material, independent use of information *(A. Zubra, 2002)*.

Scientific understanding of the culture of brain work is concentrated around the concepts:

– the ability to learn, i.e. to know the system of rational techniques that characterize the style of mental activity;

– the internal mental structure of the individual, which ensures the readiness of pupils to learn the material, forms cognitive motives, interests, worldview and spiritual world of the individual *(E. Kabanova-Meller, 1968)*. Based on the generalization of different views of scholars on the essence of the culture of brain work, we concluded that this concept should be presented as a system of knowledge, skills and abilities of brain work, rapid and accurate acquisition of new knowledge, their active processing and proper reproduction in accordance with mental norms and rules of mental activities. The culture of brain work includes a positive attitude of the schoolchild to the content and process of learning, to the effective possession of knowledge and methods of activity, mobilization of willpower aimed at achieving educational goal – and all this requires personal activity, development of his/her motivational sphere.

To build a strategy and determine psychological and pedagogical conditions for the development of the culture of brain work of a primary school child, it is necessary to analyze the components that are part of the structure of this psychological phenomenon. The approaches of domestic researchers to the definition of the essence and content of the concept of "the culture of brain work" allow us to identify such components of its structure as motivational, cognitive, emotional and activity.

Diagnosis of the culture of brain work of primary schoolchildren

Speaking of developing the culture of brain work of primary schoolchildren, especially children with atypical development in the context of educational inclusion, we mean the comprehensive development of all universal learning activities that are included in this concept, allow to build micro- and macro-strategies of cognition as well as personal qualities, attitude to mental activity, general educational skills and abilities, rational methods and ways of work. Summarizing the above views on the structural components of the culture of brain work of primary school children, we distinguish cognitive, motivational, emotional-volitional and activity components in the structure of this phenomenon. The logic of our reasoning and the choice of methods and tools for diagnosing the formation of components of the culture of brain work in primary schoolchildren is due to the basic provisions of the system-activity approach. In the context of this approach, psychological functions and abilities of the individual are the result of the transformation of external subject activity into internal mental activity, and the leading principle in learning is the principle of conscious activity, the implementation of which involves the development of cognitive abilities of the child through independent work on new material and gaining practical experience *(O. Leontiev, 1975; H. Shchedrovytskyi, 1996)*.

Therefore, to study the process of forming the foundations of the culture of brain work of primary schoolchildren in inclusive classes and tracking the dynamics of changes in the development of all pupils, we chose to study the ability to analyze and synthesize and verbal creativity of students (cognitive component), motivation to learn (motivational component), detection of emotional state during the lesson (emotional-volitional component), independence and activity in educational activities (activity component).

Research methodology, sample characteristics

Before the start of the experimental work, we conducted a diagnostic assessment of the current level of the formation of the foundations of the culture of brain work (according to the selected components) of primary schoolchildren, where the inclusive educational process is implemented. The experiment involved 37 students from different grades, 2nd and 3rd grades, age – 9–10 years, including 9 children with special needs – speech disorders, musculoskeletal disorders, visual and hearing impairments, children with autism did not participate in the study (due to parental disagreement). At the beginning of our experiment, we suggested that the culture of brain work of pupils in an inclusive learning environment should be formed in all pupils without exception – both with typical and atypical development. The structural components of this personal education are identical in all categories of students. Some methods and techniques of traditional learning, aimed at forming the cognitive and activity components of the culture of brain work, can cause difficulties for students with atypical development. Given this, we selected such didactic methods and techniques in the experimental work that allowed to involve all students without exception and positively influence the development of thinking, speech, psyche of the child (cooperative learning, verbal and nonverbal creativity, didactic games). Before the start of training under experimental pedagogical conditions, we conducted an ascertaining assessment of the current level of formation of components of the culture of brain work of pupils with both typical and atypical development (stage 1), at the end of the experiment, 10 months later, we conducted second assessment, control (stage 2), to identify progress in the development of the culture of brain work of pupils. The first and second diagnostic assessments were performed according to the same methods of psychodiagnostics.

We used the following techniques:

A) Method of assessing a fairy tale composed by a child to determine *the ability to analyze* and synthesize and verbal creativity of pupils *(O.M. Diachenko and others, 1996)*.

B) Test by A. Lutoshkin "Climate" to identify the emotional state of children.

C) Test "Let's dream a little" (own interpretation of R. Nemov's technique) for creative thinking to determine *independence and activity in educational activities.*

D) Diagnosis of learning motivation according to the technique "Why do I study?"

The results of diagnostic assessments at different stages of the experiment

We will briefly describe the data obtained as a result of psychodiagnostics on all components of the personal phenomenon "culture of brain work of a primary schoolchild" in pupils of inclusive classes.

A) Method of assessing a fairy tale composed by a child.

The child is asked to compose a fairy tale, which is evaluated on a five-point scale, taking into account indicators of productivity, variability and originality: 0 points – refusal of the task or retelling a familiar fairy tale; 1 point – retelling of a familiar fairy tale, but with the introduction of new elements; 2 points – significant elements of novelty are introduced into a famous fairy tale; 3 points – elements of novelty are introduced into the famous fairy tale and details are added; 4 points – completely independently made up, but presented schematically fairy tale; 5 points – a detailed presentation of a self-composed fairy tale.

During the experimental work, almost all students composed their own fairy tales, which was in line with the task of programs in the Ukrainian language and the discipline "I explore the world" – these are tales about nature, animals, friends.

Here are fragments of fairy tales composed by children with visual and hearing impairments on their own, without the help of the teacher's assistants.

"A little hedgehog wanted to become strong and brave. Because all the time he was afraid of something and curled up in a ball. Everyone saw only his needles, and no one saw his eyes and did not know that he could laugh" (Artem, 9 years old).

"The mouse knew that she had to stock up on food for the winter, so she came to a man and asked him to give her some grain, but the man was wicked, so he didn't give anything. And she gnawed his sacks of grain. We must share with those who are in a worse state than you" (Natalka, 9 years old).

"One night I turned into Superman and rescued a woman and a child from robbers, then helped to get a cat sitting on a tall tree crying, and then rescued an eagle that had a broken wing and could not reach the nest. In the morning it seemed to me that I had a dream, but an eagle feather was lying on the windowsill in my room and my mother wondered where it came from" (Vadim, 10 years old).

Analysis of the fairy tales of all pupils who participated in the experiment allowed us to draw the following conclusions: almost all children came up with their own fairy tales, no one gave up this task, no one retold famous works, a third of respondents used elements (plots and characters) of famous fairy tales, but with their own interpretations, half of the children presented the story schematically (mostly all children with special educational needs, which we explain primarily by emotional stress and fatigue when performing this task), the rest of the participants gave detailed stories with beginnings and endings.

We summarized the results in Table 1. We presented the percentage of results separately by the lines "Children with special educational needs" and "All pupils of inclusive classes" in order to see which part of children had the ability to analyze and synthesize, were active in cognition and sought to self-realization in learning (4 and 5 points according to the analyzed method) in their categories.

Table 1

Assessment of a fairy tale composed by a child

		Refusal to do the task	**Familiar fairy tale. but with the introduction of new elements**	**Own interpretation of a famous fairy tale**	**New elements are added to a famous fairy tale and details are added**	**Completely self-composed. but schematically presented fairy tale**	**Detailed presentation of an independently composed fairy tale.**
Children with special needs (9 people)	Stage 1*	-	2 people (22%)	4 people (44%)	1 person (11%)	1 person (11%)	1 person (11%)
	Stage 2**	-	1 person (11%)	1 person (11%)	2 people (22%)	3 people (33%)	2 people (22%)
All pupils participating in the experiment (37 people)	Stage 1*	2 people (5%)	5 people (13.5%)	15 people (40.5%)	6 чол. (16%)	5 people (13.5%)	4 people (11.5%)
	Stage 2**	-	4 people (11.5%)	4 people (11.5%)	8 people (21%)	12 people (32%)	9 people (24%)

Notes to Table 1–4.

Stage 1* – diagnostic results before the beginning of experimental work with pupils of inclusive classes

Stage 2 ** – diagnostic results after the completion of experimental work with pupils of inclusive classes

As we can see, at the beginning of the experiment only a few pupils refused to compose fairy tales or retold works familiar to them. At the end of the experiment, there were no such pupils left in the sample, which indicates that the children were interested in experimental learning conditions and the desire for self-realization in educational activities, in particular through verbal creativity. Almost all children with special educational needs showed high activity in educational activities and the desire to self-realize in it, which manifested itself in active verbal creativity and desire to compose original texts.

B) The results of students' of inclusive classes test "Climate" to identify emotional states.

Table 2

Identifying emotional states of pupils during classes in inclusive classes

Color choice and its interpretation		Red- active, enthusiastic	Orange – joyful, warm	Yellow – pleasant	Green – peace, balance	Blue – sad	Purple – anxiety, unsatisfactory state	Black – negative state, willing to run away from class	White – difficult to find one's position
Children with special needs (9 people)	Stage 1*	-	-	2	1	2	2	1	1
	Stage 2**	1	2	3	2	1	-	-	-
All pupils participat-ing in the experiment (37 people)	Stage 1*	3	7	5	6	4	3	3	6
	Stage 2**	7	0	8	8	2	2	-	-

At the beginning of the experimental work, the majority of primary school children chose green, blue and purple, which indicates the ill-preparedness of most pupils to work in a collective creativity, teamwork. The choice of dark colors by children with atypical development testified to the high level of anxiety of most of them, fear of casual communication with classmates in educational activities. Instead, at the end of the experiment, almost all children showed positive dynamics in choosing the color scheme of their mood – most chose bright warm colors, which showed satisfaction with the learning activities, which were based on collective creativity and cooperation.

C) The results of the diagnostics of students in inclusive classes on the test "Let's dream a little" to determine independence and activity in educational activities.

Pupils were offered to use LEGO constructor elements (rectangular bricks in yellow, green, red, and blue) to create a pattern that would include one constructor brick of any color. Each child was given four pieces of the constructor, a sheet of white drawing paper, and colored markers and pencils. The children had to invent any picture, part of which could be one of the bricks of the LEGO constructor – it could be an object, phenomenon or story. It was necessary to place the constructor brick on a blank sheet of paper in any place, and then finish it with pencils or markers to get a complete composition, picture. A picture could be supplemented with new details and ideas to make the picture narrative, attractive, interesting. Upon the completion of the work, the children had to come up with a name for the picture and to write it at the bottom of the sheet. Children had 10 minutes for all tasks.

The results were interpreted according to the following algorithm.

Processing of the results:

a. Levels of development of imagination: level II – the contour of a brick is used as the main detail of the picture, the picture thus is simple, without additions and represents one figure; level II – the contour is used as the main detail, but parts of another figure can be drawn next to it; level III – the contour is used as the main detail, but the picture itself is already a plot, details can be added; level IV – the contour of the geometric figure continues to be the main detail, but the picture is a complex plot with the addition of details; level V – the picture is a complex plot in which the contour of a geometric figure is used as one of the details. Points for levels of imagination were accrued as follows: level I – 1 point, level II – 2 points, level III – 3 points; level IV – 4 points, level V – 5 points.

b. The degree of flexibility of imagination – the number of pictures for the same plot:

High – imagination is flexible, if all pictures are on different plots, and the picture captures both inner and outer part of the contour (3 points); average – imagination with weak fixation of the image, if two pictures are on the same plot (2 points); low – imagination with a strong fixation of images, if all pictures are on the same plot (1 point).

a. The degree of stereotyping or originality of imagination – content of the pictures.

Typical pictures:

A human (head or torso), a robot, a computer game or cartoon character (such as Steve from Minecraft or Sponge Bob), a window, a geometric shape, a TV-set, a book, house, gift, etc. – 2 points. Original pictures – a dinosaur, an aquarium with fish, a turtle, a lighthouse, a sailboat, a spaceship, a box of candies, a medal, a coffee maker were evaluated at 4 points.

The more points a pupil scores on the level and degree of flexibility and stereotypes/ originality of imagination, the more reason we had to talk about the presence of such component of the culture of brain work as independence and creative activity in educational activities. The level of such creative activity was calculated as the arithmetic mean of certain parameters of imagination, with the maximum amount of points that could be scored – 4 – corresponded to a high level of activity, 3 points – medium, 2 points – low, 1 point – unsatisfactory level of activity in educational activities.

The results according to the method "Let's dream a little" to determine the creative activity in educational activities at the beginning and at the end of the experiment are presented in table 3.

Table 3

Determination of creative activity in educational activity of pupils of inclusive classes

Indicators	Pupils of inclusive classes (37 people)							
	With standard development				With special educational needs, 2 classes (9 people)			
	2 classes (12 people)		3 classes (16 people)		2 classes (6 people)		3 classes (3 people)	
	Average point		Average point		Average point		Average point	
	Stage 1*	Stage 2**	Stage 1*	Stage 2**	Stage 1*	Stage 2**	Stage 1*	Stage 2**
Level of imagination development (max – 5 points)	3	4,3	3	4,5	2, 2	3,7	3	4,3
Flexibility (max – 3 points)	1,8	2,4	1,6	2,2	1,3	1,9	1,3	2
Originality (max – 4 points)	2	2,9	2,3	3,2	2	2,7	3,3	4
General creative activity in educational activities (arithmetic mean) (max – 4 points)	2,3	3,2	2,3	3,3	1,8	2,8	2,5	3,4

As we can see, the average indicators of the level of development of imagination, its flexibility and originality, general creative activity in educational activities in children with typical and atypical development do not actually differ either before or after the experiment, showing similar positive dynamics (in quantitative terms).

b. Diagnostics of learning motivation according to the method "Why do I study?"

The study of learning motivation aimed to determine the dominant motives for learning in pupils of inclusive classes. Children were offered 8 statements on separate cards, which corresponded to 4 internal, cognitive motives, and 4 – to external – social – motives. Each student had the right to choose any 4 cards from the whole set of cards. Cognitive motives: 1. I study to know everything. 2. I study because I like learning. 3. I study in order to get good grades. 4. I study to be able to solve problems. Social motives: 5. I study in order to be useful to people. 6. I study so that the teacher is satisfied with my success. 7. I study in order to please my parents with my success.8. I study so that my peers and classmates respect me for my success.

The results obtained using this technique, indicate the ratio of social and cognitive motives of the child's learning, which are determined by their place in the overall hierarchy. If the pupil chooses 2 social and 2 cognitive motives, we conclude about the harmonious balance of motives, which in turn indicates a high level of development of such component of the culture of brain work of primary school children as motivational. If a child chooses 3 social and 1 cognitive motive or all 4 social motives – this indicates a low level of formation of the motivational component of the culture of brain work, as there is a bias towards the expectation of social approval, but not personal development. If a child chooses 3 cognitive and 1 social motive or all 4 cognitive motives – this indicates the average level of formation of the motivational component of the culture of brain work, because there is not so much desire for personal development as the desire to avoid failure and not to meet parents' and teachers' expectations.

The results of the study of the motives of educational activities of pupils of inclusive classes are summarized in table 4.

Table 4

Determining the motives of learning activities of pupils in inclusive classes

Indicators	Pupils of inclusive classes (37 people)							
	With standard development				With special educational needs, 2 classes (9 people)			
	2 classes (12 people)		3 classes (16 people)		2 classes (6 people)		3 classes (3 people)	
	Stage 1*	Stage 2**	Stage 1*	Stage 2**	Stage 1*	Stage 2**	Stage 1*	Stage 2**
Harmonious combination of motives	2	4	3	6	-	2	-	1
Domination of cognitive motives	4	6	4	7	2	3	2	2
Dominance of social motives	6	2	9	3	4	1	1	-

Generalization and analysis of the results of diagnostics of the level of formation of the culture of brain work of primary schoolchildren before and after the experiment showed positive changes in all components of this phenomenon in all pupils. Students in inclusive classes have different levels of psychophysiological development, but the data shows that the indicators of different quality parameters in children with typical and atypical development do not actually differ either before or after the experiment, showing similar positive dynamics (in quantitative terms). Given this, we can conclude:

– firstly, joint inclusive learning of pupils with typical and atypical development has a positive impact on personal, cognitive, emotional and creative development of all children,

– secondly, structural components of such personal phenomenon as the culture of brain work of the pupil are identical in both pupils with typical and atypical development (including vision, hearing, speech, musculoskeletal disorders), and in the course of the purposeful work of the teacher on the development of activity, independence, creativity, motivation of children, these components demonstrate positive dynamics of the entire sample group of students.

Pedagogical conditions for the development of the culture of brain work of primary schoolchildren in inclusive classes

We have developed a system of exercises that stimulate the development of a culture of brain work of pupils and encourage pupils with atypical development to participate in various types of educational activities – group and pair work, project activities, didactic games, quizzes, joint collective creativity. Let us briefly focus on those types of exercises that develop cognitive and motivational components of the culture of brain work of a primary schoolchild.

For us, one of the indicators of the development of pupils' ability to analyze and synthesize (these skills are the basis for the formation of the foundations of the culture of brain work) was understanding by children of figurative, metaphorical meaning of words. We are convinced that the ability to interpret semantic meanings of words and interpret them in different contexts in early school age and, in particular, with disorders of standard development, is an indicator of flexibility of thinking of the child, the key to successful communication with peers and other members of the society, opens the way to a deep understanding of the language of various arts, stimulates the development of worldview, erudition, the formation of structures of self-awareness. Obviously, many metaphors, especially artistic ones, are difficult to understand for primary schoolchildren. Children's failure to understand metaphors can lead to difficulties in learning and communication. Children with developmental disabilities are more likely to have difficulty encountering the metaphor. These difficulties may be due to various factors specific to each pupil. Identifying these factors becomes an urgent task, as it makes it possible to adjust the existing methods of working on polysemantic words and expand the arsenal of these methods for each of the specific types of developmental disorders, thus contributing to better adaptation of children.

Therefore, we used stimulus material to understand and explain the metaphors found in learning materials for primary school.

To do this, the children who participated in the experiment were asked a question such as: "What does X mean?", where X is one of 14 phrases. The answers of the studied were recorded on a dictaphone and transferred to the protocol word for word at the end. In case of unclear answers, clarifying questions were asked. The main result of the first stage was data on the understanding of a metaphor, but in parallel, answers to questions about literal statements were obtained. These data can be interpreted as solving the problem of identifying the essential features of conventional categories ("fish", "bird", "fruit", etc.).

At the second stage, the recognition of metaphors was diagnosed: the studied was asked questions such as: "The phrases "The sun is an orange" and "An apple is a fruit" are the same or different?". The following sentence pairs were used:

Metaphor/Without metaphor:

The sun is an orange. An apple is a fruit.

A river is a snake. A crocodile is an animal.

Without metaphor/Without metaphos:

A pike is a fish. A bee is an insect.

An airplane is a transport. The earth is a planet.

Metaphor/Metaphor:

A helicopter is a beetle. A ballerina is a butterfly.

A lake is a mirror. The moon is a lantern.

The correct answer to recognition question says nothing about the nature of intellectual operations used by the child. Therefore, to identify such a character, the child was asked to explain his answer and for this purpose the question was asked: "Why are they the same/ different?".

Primary school children show good results in the interpretation of metaphors, but it should be noted that their understanding differs from the understanding of metaphors by adults, especially because this understanding remains largely unconscious. Children interpret metaphors correctly, but do not distinguish them among other expressions of language.

One of the most difficult for children of primary and even middle school age understanding type of figurative meaning of the word is metaphorical expressions that are part of proverbs and sayings, set-expressions. This is especially difficult for children with visual and hearing impairments, as well as autism spectrum disorders. The figurative meaning of the proverb is not only generalized in nature, but also always has some educational meaning.

The ability to understand metaphors in children with typical development is related to individual characteristics of their intellectual functions: the higher the level of intellectual development is, the easier the child understands metaphorical expressions. In addition, the ability to understand metaphors is associated with the level of development of visual representations and the ability to establish verbal associations.

Students with hearing impairments often interpret metaphors and idioms literally. Thus, the meaning of the word "painted" in the sentence "Look how it painted the windows", where this is about frost, they interpreted as follows: "The boy coloured on the board", "The girl coloured the house", "The boy coloured a cat". This category of children is characterized by too wide word usage, or vice versa – excessively narrow and specific perception of words.

The system of exercises developed by us can be applied both at the lessons of a native language, and at reading lessons, "I explore the world", in extracurricular activities. The correct perception of polysemantic words, linguistic metaphors (*a bump on the forehead, head and tail of a train, cheeks glow, etc.*) is facilitated by the use of a counter-image ("incorrect pictures" and "incorrect expressions"). Its effectiveness is explained by visual collision of direct and figurative meaning of the word. The teacher at the lesson draws attention to the fact that objects named by the same word have similarities (determine the basis of transference), i.e. establish in which part of a polysemantic word its meanings meet, intersect, "overlap" with each other.

To do this, pupils compare objects, noticing similarities and differences in color, shape, size and other characteristics, as if transferring the characteristics of one object to another: 1. – What does a sunflower look like? – What do the sun and sunflowers have in common? – We offer a riddle: the Sun is standing on a leg in the garden by the path, but its yellow rays do not give warmth.

2. – Look at the sky. How do you see the clouds? What do they look like? After the pupils' answers, the teacher acquaints with the literary examples of how the masters of the word saw the clouds: white, like milk, clouds approached from the edge of the sky (According

to M. Kotsiubynskyi). The explanation of many phrases is based on ambiguous words: He has a head on his shoulders – he will do this task or This boy is with the head – he will find the right solution. Why do they say so only about a smart person while everyone has a head? Children answer this question after explaining the meaning of the word "head". With the help of short contexts suggested by the teacher (such as phrases "shake your head", "curly head" or "smart head", "clear head"), pupils find out the literal and figurative meaning of the word "head". Then the teacher focuses their attention on the figurative meaning – "mind, consciousness", which helps to bring pupils to understand the meaning of these phrases.

Exercise "Finish the fairy tale" (collective, frontal work with the class, possible answers in turn, possible at will).

We offer children to finish the text of a fairy tale about a small dandelion, supplementing it with the necessary words in such a way that we have a fairy tale about an adult dandelion. The text can be supplemented with own words or taken from the section "Words to help".

Once in the morning

Dandelion! Where are you? Where did your ________________ head hide? You are not recognizable: you, it turns out, are already completely _________________ !

The ball of your head became _______________ and ______________, as if pieces of ________________ fog caught on ________ stems and remained in the grass. ___________ shaking ____________ hat, afraid to lose ___________, you greet the morning. But watch out: there the wind-brawler runs headlong along the meadow; he will now surprise you suddenly. A ______________ dandelion shakes its fluffy head left and right, from top to bottom, and laughs: "We'll see: who will win? I am a (an) ___________ strong flower, one has to try very hard to tangle my hair!"

Words to help:

Weightless, orange, adult, large, silver, fluffy, grey, strong, flower, large, parachutes, braids, dreamy.

Organized in this way activities in the classroom have a positive effect on the development of creative imagination, logic, thinking and speech of children, stimulates group creativity, communication, facilitates adaptation to learning conditions and forms in pupils of inclusive class tolerant attitude, culture of brain work, activity and independence in achieving learning goals.

Conclusions

The system of methods and techniques tested by us allowed to define pedagogical conditions which promote development of culture of brain work of primary schoolchildren with special educational needs and with standard development:

– well-thought-out choice of didactic methods by the teacher, techniques and means that will stimulate verbal creativity and group communication (annotated reading, composing fairy tales, riddles, illustrating fairy tales, metaphorical expressions, idioms);

– stimulating group communication in class through the use of such didactic forms as pair and group work, cooperative learning;

– creating a situation of success for each pupil of an inclusive class through the encouragement of creativity, originality and independence;

– observance of the principles of pedagogical optimism, faith in the strength of the child, accessibility and emotionality of educational material, the activity principle of correction of impaired development in the educational process.

In the course of psychological diagnostics of changes in children's development we noticed that the structural components of such personal phenomenon as the culture of brain work of students are identical in both pupils with typical and atypical development (including visual, hearing, speech, musculoskeletal disorders), and due to persistent work of the teacher on the development of activity, independence, creativity, motivation of pupils, these components demonstrate positive dynamics throughout the sample of pupils.

The study does not cover all aspects of this problem. Techniques of the development of the culture of brain work of children with autism in inclusive environment need further development, search for the strategies to ensure the fullest integration of all categories of pupils in educational process and social life.

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DEVELOPMENT OF RESPONSIBILITY OF STUDENT YOUTH AS ONE OF THE UNIVERSITY TASKS

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Summary

The article presents analysis and characterization of definitions of responsibility in scientific research and responsibility defined as an important property of the personality. Author presented the pertinences between responsibility, freedom of choice, values and morality. The influence of such skills as reflection and empathy on the development of responsibility is getting determined. The author analyzed psychological – pedagogical features of student age, which include: the formation of self – identity and worldview, search for their place in life, the formation of the value core of the individual, recognition of their own involvement in socially positive changes. Student age is defined as a sensitive period for the development of responsibility. It is established that the social activity of student youth, involvement in solving social problems, contributes to the development of responsibility and recognition of their own importance in the implementation of socially positive transformations in the community. Service – Learning is interpreted as one of the approaches to the development of responsibility of student youth. Service-Learning is characterized as an effective way to involve student youth in active participation in community life by helping to solve problems relevant to it, which contributes to a sense of self-importance, and consequently, the development of responsibility. The results of scientific researches on the influence of Service – Learning on the development of responsibility of student youth are generalized.

Keywords: community, education, responsibility, service – learning, service – learning in higher education, sensitive period, student, upbringing.

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Introduction

Current Ukraine is characterized by changes that affect all aspects of society life, especially the upbringing of children and youth. Development of responsibility of student youth is very relevant, because it is known that student youth is active participants in changes of society. In this age self-consciousness, social consciousness of the individual and self-identification are getting formed. The realities of today require the development of students' conscious attitude to the development of Ukrainian society and social relations, the ability to make decisions in unusual situations and be responsible for them. That’s why one of the priority tasks of university is searching for new ways for development of responsibility of student youth. Successful solution of the problem of developing the responsibility of student youth depends on understanding the essence of this concept and the importance of responsibility in the life of each personality. During searches and implementing new approaches to the development of responsibility, it is necessary to consider psychological and pedagogical peculiarity of student age. Therefore, the aim of the article was to analyze the concept of “responsibility”, generalize the psychological and pedagogical features of student youth, justify student age as a sensitive period for the development of responsibility and characterize Service – Learning as one of the approaches to forming and developing student responsibility.

Definition of responsibility

Definition of responsibility is quite multifaceted and it is considered in different aspects. The Enlightenment Age philosopher Kant I. (1994) identified responsibility with the absolute moral law, which was embodied in the human conscience. It means a person's ability to be independent in their actions and decisions, in his opinion. Independent decisions and actions are possible under the condition of freedom of choice. Freedom of choice is possible only in the absence of external pressure during committing or not committing of acts. In this case only, the personality can take responsibility for their decisions and actions. If personality is under pressure, there is a transfer of responsibility from oneself to the person or institution that exerts that pressure. The responsibility of the personality is closely linked to personal freedom, the ability to make free decisions *(Frankl, 1990)*. Responsibility cannot be an externally imposed duty, but a desire to respond to another person's need *(From, 1994)*. In committing a responsible act, a person is guided by his inherent morality. Morality, in turn, presupposes the existence of such virtues as honesty, prudence, justice, love of neighbor, etc. Responsibility is considered as a moral quality of the personality that controls his actions. In Manuylov E. (2014) opinion, decision-making and responsible action depends on the values and morality of the personality. Personal values should include responsibility, knowledge of its essence and significance in the life of each person, recognition of responsibility as one's own value. Responsibility considered as a function of ensuring the possibility of the future, as well. Nowadays, humanity is characterized by the development of innovative technologies that affects global changes in the environment. Personality must be aware of his own responsibility for these changes, the consequences of which will be felt by all mankind *(Jonas, 1979, as cited in Stančienė, 2010)*. To be responsible means to see the coherence between the present and the future, to realize the importance of your own influence on the future.

The development of responsibility is facilitated by the ability to empathize with another person, to put oneself in the place of that person, to establish emotional contact with him. Having such a skill allows a personality to take responsibility for another, help him solve certain difficulties or problems. Chaplak Y. (2018) in his research substantiates empathy as a factor in altruistic behavior, the desire to help others, and therefore an understanding of one's own responsibility for the well-being of others. Responsibility belongs to the existential needs of personality, which is manifested in altruistic love and the desire to take care of important beings and people, which means to take responsibility for their well-being *(From, 1994)*. Responsibility is getting developed consistently, from making a choice and action until its rethinking. It is the rethinking of one's actions that contributes to responsible behavior in the future *(Savchin, 1996)*. Rethinking is possible through the analyzing of one's own behavior and the behavior of others, the implementation of reflection. Reflection helps to anticipate the consequences of own actions for oneself and for others. Based on the implementation of such an analysis, the personality is able to predict further developments, the reaction of others to his action, which allows you to make responsible decisions and perform responsible actions. Andriievskyi, I. (2020) in his investigation, substantiates reflection as a factor in the development of personal responsibility. In Vashchenko G. (1999) opinion, one of the priority tasks of a pedagogue is the upbringing of a responsible person. He has emphasized that the personality is responsible for the creation of the society in which he is in and his own future in it. That is why a personality from an early age should be involved in social activities in community.

Taking into account analysis of the concept of “responsibility”, responsibility is defined as an *integral property of the individual, which includes knowledge about the nature of* *responsibility, the presence of moral qualities and values, the ability to analyze and predict the consequences of actions and be ready to take responsibility.*

Note that the responsibility is formed in the process of interaction of the personality with society, the assimilation of social norms, rules and values and manifests itself as an awareness of its importance in social change. A responsible personality is always an active participant in the social life of his community.

Student age as a sensitive period for the development of responsibility

Student age, first of all, is characterized by the acquisition of certain independence. It is facilitated by separation from parents and the acquisition of skills for future professional activities. Admission to the university and choosing a profession contributes to the process of self-identification of a young person. According to Erikson, E. (2000) at this age the individual experiences a crisis of "identity" and the formation of the "core" of the individual. Accordingly, it is important to involve young people in various social institutions, communities and making them aware of their involvement in them. At this age, values are determined, life is getting planned, social roles are getting accepted and appropriate patterns of behavior are being formed. Also, a young person is experiencing an existential crisis, looking for his place in life; there is curiosity interest in moral and ethical issues, which contributes to the formation of such traits as kindness, loyalty, generosity, justice, etc. The central problem is the search for an individual personal attitude to social reality *(Slobodchikov, V. I., Isae, E. I., 2000)*. During this period that the moral consciousness of the individual is formed, the development of value orientations and the establishment of worldview, civic position takes place *(Zebrowska, M., 1975)*.

Student youth, as a rule, are an active participant in society life, the activity of young people is facilitated by their social environment, the university community, the availability of time to combine professional and personal growth. Involving student youth in solving social problems and acute issues allows them to discover their own potential, to feel their belonging to the community. According to the theory of Maslow, A. (1943), involvement in solving socially acute issues and problems of the community, allows to meet such a need as belonging and self-actualization that contributes to the formation of the value core of the individual. It is important that in addition to meeting the needs of student youth, there is also meeting the needs of the object of activity. That allows young people to feel their own importance in socially positive changes, their responsibility for them, forms an active civic position. Interacting with different categories of the society, student youth learn different social experiences. Consciousness of their significance in the community life and the environment is crucial for the development of the responsibility of student youth. Because this consciousness allows understanding our own responsibility for changes that occur or do not occur in the community, and, consequently, the personality is an active participant, not just a spectator *(Bekh, I.D., 1995)*.

Analysis shows that the student age is a sensitive period for the development of responsibility of student youth. In the student age following qualities are getting formed: self-identity, individual's values, morality, worldview, etc. There is an assimilation of new social roles, search for meaning in life, the formation of independence, professional development, self-realization etc. Development of responsibility acquires special significance as one of the main regulators of behavior. Therefore, universities need to create appropriate conditions, paying attention to the search and development of new methodological principles and effective educational-methodological support for upbringing responsibility of student youth. In addition, universities should pay attention to the development of opportunities for student youth to solve social problems, participate in social initiatives both within the university and outside it.

Service – learning as one of the way for development of responsibility of students' youth

Worldwide, in particular in North and South America, as well as in Western Europe, such an educational approach as Service – Learning is widely used. In recent years, this educational approach is gaining popularity in Eastern Europe, including Ukraine. Service – Learning, as a rule, involves the transformation of academic knowledge into a professional skill through the solution of problems relevant in the community. There are four main features of Service – Learning, that includes: comprehensive and quality education; development of initiatives aimed at meeting the real needs of the community; active participation of students in the planning, development and evaluation of Service – Learning project; combining educational content with practice *(Furco, A. et al., 2017)*. The generalization of approaches to the definition of criteria of Service – Learning by Butin, D. V. (2003) allows to define it as a credit part of the training course, that is aimed not only at acquiring academic knowledge, but also gaining practical experience through participation in organized community service as a response for community needs. By reflecting on Service – Learning project, students evaluate and understand the content of the course and strengthen their sense of civic responsibility. So, Service – Learning activates the social activities of student youth, which is defined as one of the means of developing responsibility, through awareness of their own involvement in the community, as well as a sense of self-importance in the changes taking place around. In the research of Brozmanova, G. A. & Kubelakova, M. (2017) present the impact of Service – Learning on the development of social and personal responsibility of students youth. During two semesters, students of various specialties had the opportunity to attend a specially designed course related to project management and activities for the benefit of others. The first semester included theoretical studying, and in the second, students had to identify the needs of the community and create activities that would meet the identified needs. The research in the experimental and control groups confirmed that students in the experimental group became more sensitive to community problems and felt responsible to the community, aware that their actions have an impact on the environment, and the community in particular. In addition, students who were involved in Service – Learning are more aware of their responsibilities than those students who were not involved in Service – Learning. Thus, Service – Learning includes: a clearly organized process of combining studying and service; the close relationship between curriculum and community service; service – the answer to the real need / problem of the community. The institutionalization of Service – Learning in universities promotes the activity of student youth, their involvement in solving problems of the community. Through participation in the life of the community, student youth feel their own significance, which contributes to the development of responsibility.

Conclusions

Based on the analysis, responsibility is defined as an integral property of the individual, which includes knowledge about the essence of responsibility, the presence of moral qualities and values, the ability to analyze and predict the consequences of actions and be ready to take responsibility for them. Student age is defined as a sensitive period of responsibility of student youth, due to the inherent psychological and pedagogical features of this age such as: the formation of self-identity, worldview, finding their place in life, becoming a core personality, consciousness of their involvement in socially positive changes etc. For the harmonious development of responsibility in the student age, universities need to pay attention to the organization of various types of activities that involve interaction with the community. One of the types of such activities is the introduction of Service – Learning in the university. Promising areas of work are the generalization of the results of experimental work on the impact of involving student youth in mentoring on the development of their responsibility.

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THE TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS FOR PEDAGOGICAL INTERNSHIP DURING COVID-19: CHALLENGES AND POSSIBLE SOLUTIONS

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Summary

The article outlines the essence of the key concepts of the study. Pedagogical internship is described as an original form of education in the process of professional and pedagogical training in tertiary school, aimed at gaining knowledge of the laws and principles of professional activity, mastering the methods of its organization, and thus, training of future teachers as professionally competent specialists. Future primary school teachers' professional and pedagogical training to the pedagogical internship is defined as a purposeful process focused on the development of a future primary school teacher professional competence and skills to perform professional duties within the frameworks of the New Ukrainian School reform. The article identifies the range of challenges as well as the means to carry out a pedagogical internship for the future primary school teachers in the distance learning under the quarantine conditions caused by the COVID-19 pandemics in Ukraine. The most popular distance learning online platforms are distinguished.

Keywords: primary school teacher's professional competence, professional training, the New Ukrainian School concept, the state standard of primary education, educational process, primary school teacher, future primary school teacher, pedagogical internship, distance learning, quarantine.

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Introduction

A primary school teacher's role is exceptional. Abilities to percept, use, implement, and create innovations are of significant importance for the profession. According to the school programs in six fields of study (!), an integrated teacher forms young citizens' skill to analyse and interpret events and phenomena, adapt to learning conditions, and everyday life's activity. Whether senior school teachers will work with pupils who possess speech culture, critical thinking, and informational and media literacy depends on the primary school teachers' mastery.

Effective implementation of the primary school program requirements calls for the future primary school teachers professional training modernization in pedagogical higher education establishments. It is of critical importance to enhance the content of future teacher's training to the pedagogical internship. Pedagogical internship is integrated into social reality and serves as a link connecting theoretical training and independent pedagogical activity. It gives possibilities to enrich life experience, expand social contacts, form and develop pedagogical erudition, intuition, ability to improvise, pedagogical optimism, and introspection. The educational and cultural dialogue during the pedagogical internship between a teacher-guidance counsellor and an intern student, an intern, a teacher, and a pupil is of a particular significance.

The quarantine was introduced due to the COVID-19 pandemics all around the globe and particularly in Ukraine. Subsequently, educational institutions switched to distance learning. This situation has exacerbated various problems related to the pedagogical internship and its realization. Among these problems are insufficient awareness of modern digital education tools; lack of motivation to use the latter; insufficient provision of students and teachers with the necessary computer and digital equipment; etc. Nowadays, the following requirements for higher education are of great relevance: accessibility and inclusiveness; an individual educational trajectory; digital literacy of educators; the assessment of educators and students readiness for blended learning; research of available educational and methodical materials and technological capabilities. Thus, higher education institutions have to carry out an important mission – to create appropriate conditions for pedagogical internship.

Analysis of scientific sources

The implementation of the New Ukrainian School concept *(Kontseptsiia novoi ukrainskoi shkoly, 2018)* and the State Standard of Primary Education *(Derzhavnyi standart pochatkovoi osvity, 2018)* provide for the training of teachers that obtain comprehensive knowledge, can develop pupils' key competence, and promote their personal development. Works by N. Bibik, V. Bondar, S. Martynenko, O. Savchenko, A. Struk, L. Khomych, L. Khoruzha, etc. outline the theoretical and methodological foundations of the future primary school teachers professional training. Various aspects of pedagogical internship organization in higher education institutions were studied by O. Abdullina, N. Kichuk, V. Slastonin, etc. Pedagogical higher education establishments develop experience in future teachers training to pedagogical internship in the conditions of COVID-19.

Study Objective

The article outlines several aspects of the future primary school teachers training to pedagogical internship, including the COVID-19 conditions. The objective of the article presupposes the following tasks: to describe the essence of the key concepts; to outline the major challenges of the future primary school teachers training to the pedagogical internship; to define the ways to address the challenges within higher education institutions, including the Makarenko Sumy State Pedagogical University.

The research methodology is determined by the following **methods** – the analysis of legislative and normative and scientific sources in the field of education, generalization, and terminological analysis aimed to describe the key concepts and to study pedagogical experience.

Key concepts of the study

For the purposes of the study, the following key concepts are outlined "professional and pedagogical training of the future primary school teachers" "professional competence of a primary school teacher", "pedagogical internship".

Following the characteristics given by A. Struk *(Struk, 2020)*, the future primary school teachers' professional and pedagogical training is defined as a purposeful process focused on the development of a future primary school teacher professional competence and skills to perform professional duties within the frameworks of the New Ukrainian School reform. The Professional Standard of the primary school teacher in general secondary education institutions *(Profesiinyi standart "Vchytel pochatkovykh klasiv zakladu zahalnoi serednoi osvity", 2018)* gives the following teacher's job description: to plan and implement the educational process (sixth level of the NQF); to provide and support the education, upbringing, and development of students in the educational environment and in the family (sixth level of the NQF); to create an educational environment (sixth level of the NQF); introspection and professional self-development (seventh level of the NQF); to conduct pedagogical research (seventh level of the NQF); to provide methodological assistance to colleagues on education, development, upbringing, and socialization of primary school students (seventh level of the NQF); to generalize personal pedagogical experience and to present it to the pedagogical community (seventh level of the NQF); to assess teachers' work results (eights level of the NQF). These functions promote the development of a professionally competent teacher.

Professional competence of a primary school teacher is defined as the dynamically integrated individual quality characterized by the level of professional education, experience, individual abilities, pursue to continuous education, self-improvement and self-development, communicative and verbal interaction, creative approach to the work, and gives a possibility to implement the professional activity in the most effective manner *(Semenog, Kozhemyakina, 2019: 12)*.

Based on scientific sources analysis, personal pedagogical experience, and research and experimental work conducted on the pedagogical faculties of the higher education institutions, the pedagogical internship is characterized as an original form of education in the process of professional and pedagogical training in tertiary school, aimed at gaining knowledge of the laws and principles of professional activity, mastering the methods of its organization, and thus, training of future teachers as professionally competent specialists *(Semenog, Bazyl, Diatlenko, 2011: 44)*. The special feature of a pedagogical internship is the possibility to create one integrated system of professional knowledge and skills based on theoretical knowledge in several subjects, to gain proficiency in up-to-date methods and forms of educational process management, to foster self-development and self-improvement.

Pedagogical internship in the "New Ukrainian School"

The analysis of the basic provisions of the New Ukrainian School concept *(Kontseptsiia novoi ukrainskoi shkoly, 2018)* and the State Standard of Primary Education *(Derzhavnyi standart pochatkovoi osvity, 2018)* shows that the New School is competence-oriented. The Law of Ukraine "On Education" *(Zakon Ukrainy "Pro osvitu", 2017)* defines new requirements to the teachers' training, viz. an integration of educational content based on key competencies; introduction of innovative teaching methods; a motivated teacher who has freedom of creativity and professional development; the pedagogy of partnership; modern educational environment based on information and communication technologies, child-centred learning.

The Law of Ukraine "On Higher Education" (2014) refers to the practical training of students as to the main form of the educational process organization in higher education, alongside with learning sessions, individual work, tests, and examination works. According to the Law, it is "carried out in a form of an internship at the enterprises, in establishments and organizations under the concluded agreements or at the structural divisions of the higher education institution provided for the practical training" *(Zakon Ukrainy "Pro vyshchu osvitu", 2014)*. The guidelines on the internship management provide details on its goals, that are "to form and develop professional skills to make independent decisions on the job, to master modern methods, forms of organization and instruments relevant to the future specialty" *(Rekomendatsii pro provedennia praktyky studentiv vyshchykh navchalnykh zakladiv Ukrainy, 2013: 2)*.

At the same time, as it was noted by I. Ziaziun *(Ziaziun, 1994: 56)*, contemporary priorities require to aim the future primary school teachers' professional education for the training of a tutor, who can create a favorable atmosphere for individual learning. Such teacher is supposed to works closely together with the pupils, school psychologist, school social worker, librarian, parents' community, etc. as well as to determine specific educational and pedagogical targets taking into consideration the age and special needs of pupils, social and psychological features of the participants of the educational process.

An important part of pedagogical internship is planning and realization of trial and test lessons. The personal experience of teaching in a primary school in Sumy affirms that an unconventional, original lesson based on the principles of academic integrity is a joint creative activity of a teacher and students.

The nature of difficulties in the process of performing internships, the degree of job satisfaction and quality of work, the degree of independence in performing tasks, relationships with students and teaching staff are the indicators that determine the level of professional skills development of an intern student. The pedagogical internship results provide for a clear understanding of whether future teachers are trained sufficiently for the professional work; competent in various fields of humanities; interested in their own professional and personal development *(Semenog, Bazyl, Diatlenko, 2011: 44)*.

Pedagogical internship during the COVID-19

The rapid spread of the COVID-19 in the world and Ukraine gave rise to the new challenges for educational institutions in the education of primary school children and, particularly, for the requirements for pedagogical internship in primary schools. The Order of the Ministry of Education and Science of Ukraine № 406 of 16 March 2020 "On organizational measures to prevent the spread of coronavirus COVID-19" *(Pro organizacijni zahodi dlya zapobigannya poshirennyu koronavirusu COVID-19: Nakaz MON № 406, 2020)* and the Official Letter of the Ministry of Education and Science of Ukraine № 1/9-176 of 25 March 2020 "On the peculiarities of the educational process organization during the quarantine" *(Shodo osoblivostej organizaciyi osvitnogo procesu pid chas karantinu: List MON № 1/9-176, 2020)* obliged educational institutions to operate in the mode of distance or blended learning. However, the analysis of the analytical reference on distance learning management in general secondary schools *(Analitychna dovidka shchodo orhanizatsii dystantsiinoho navchannia u zakladakh zahalnoi serednoi osvity v umovakh karantynu)*, based on the survey results of the educational process participants, proves that most of the teachers experienced hardships while dealing with online instruments due to insufficient skills and knowledge. 47.5% of teachers (20590 individuals) indicated in the survey that they have never used the distance learning technologies in their educational work before.

The conditions of distance learning have initiated additional socially determined processes concerning comprehension and reinterpretation of humanistic values, the development of the moral world view on this basis, and, consequently, influenced the student's learning behavior during the self-isolation *(Vaskivska, Kosianchuk, 2011)*. The significance of pedagogical technologies in the distance learning process grows exponentially. It is necessary to choose the most effective instruments for online learning, such as problem-solving tasks, projects, individually tailored tests, i.e., to implement an individual approach.

The Ministry of Education and Science of Ukraine approved a methodological handbook "Distance learning management in schools. Guidelines" (by A. Lototska, O. Pasichnyk) *(Oglyad platform ta instrumentiv distancijnogo navchannya, rekomendaciyi dlya organizaciyi distancijki u shkoli, 2020)*. The handbook provides for the background information on the instruments and platforms for distance learning, schedule design algorithm, teacher's working routine management, communication with students, ways of assessment, as well as specific distance learning techniques for primary, secondary and senior school, issues on academic integrity and cheating prevention.

The Ministry of Digital Transformation has launched a free online course on distance learning management. The course consists of 6 video lessons featuring educators and experts. Speakers explain the algorithm of teachers-students communication during the distance learning and describe distinguishing features of Google Classroom, Microsoft Teams, Cisco Webex, Zoom, Class Dojo, Classtime, and their usage.

The project "All-Ukrainian School Online" was launched on the 3 April 2020. It provided video lessons for the pupils. Pupils could also watch such lessons on Facebook, YouTube, and Ukrainian TV-channels. Gradually, various online-conferences, webinars, workshops, online courses, and educational platforms for educators' competence development have become more popular.

However, the analysis of statistical data *(Rekomendatsii shchodo vprovadzhennia zmishanoho navchannia u zakladakh fakhovoi peredvyshchoi ta vyshchoi osvity, 2020)* shows, that at the same time there was a large number of complaints from the numerous applicants of educational services or their parents. In the first place, the complaints claimed that such a diversity of online platforms was confusing and tiring.

A substantial drawback of the COVID-19 pandemic in Ukraine is the suspension of pedagogical internship in the educational institutions. In general, the students and teachers in foreign countries, including Poland, switched to the distance learning mode readily, as far as this form of education has been used for several decades, and the capabilities of the computer, multimedia, and digital support are sufficient. However, the analysis of Ukrainian higher education institutions' experience proves that it is possible to provide full mentoring support of pedagogical internships in educational institutions following the health standards. Nowadays, the fact that future primary school teachers have to be knowledgeable in the information and communication technologies of blended learning is apparent.

The higher education institutions' experience

The analysis of higher education institutions websites demonstrates that the Faculty of Preschool Education, Primary Education, and Arts of the Shevchenko National University "Chernihiv Colehium" *(Lymar, 2020)* have used the Google Classroom platform for teaching the most of the subject during the distance learning in the quarantine conditions. In particular, the full-time students of the third year of study of the specialty "Primary education" worked on the theoretical materials, performed practical assignments, accomplish tests and module works within the course "Pedagogical technologies in the primary school".

Yu. Lymar *(Lymar, 2020)* presents the new methods of work on theoretical materials for future primary school teachers. These methods include the implementation of the Six Thinking

Hats technology, the creation of a mental map, the analysis of advantages and disadvantages of a particular pedagogical technology, examples of a particular technology implementation by a teacher/student; description of a situation from the students' experience where a teacher used a particular pedagogical technology and its consequences (based on philosophy dialogue by Guro Helskog (Norway) *(Helskog, 2019)*.

In the Berdyansk State Pedagogical University, the students, who undertook a pedagogical internship in the educational institutions in Berdyansk, Zaporizhzhia and Dnipro regions as the teachers, experienced the peculiarities of distance pedagogical internship (technical and pedagogical requirements to the online classes; coordination of distance work routine with the administration of educational institutions; creation of correctional video classes and video consultations; participation in online meetings of educational institutions; adjustment and approval of trainees individual work plans; acquaintance of students with the schedule of online consultations).

The undergraduate practice of the fourth year students of the educational level Junior Specialist of the specialty "Primary Education" of the Shevchenko Humanitarian Pedagogical College of Uman was carried out in a distance mode and provided for preparing of an individual work plan; active usage of digital resources, in particular, watching (followed by analysis) online lessons, classes, educational and other activities (with mandatory indication of the date, author and time of the record); writing summaries of lessons, classes, educational and other activities; video recording of individually conducted work (at the beginning the student reported the section, topic and demonstrated the skills of independent realization); preparing the PowerPoint presentations.

The general secondary education institutions in the Sumy region have also gained experience in distance learning technology implementation. Municipal institution Shostka specialized school of I-III levels № 1 of the Shostka city council of the Sumy region, Municipal institution Maksym Savchenko Sumy specialized school of I-III levels № 7 of the Sumy city council, support institution "Krolevets Lyceum № 3" of the Krolevets city council have joined the All-Ukrainian pedagogical experimental project "Technology of Teaching Elementary School Students "Rozumnyky" (SMART KIDS)". The project allows children to study subjects using the multimedia resources both distantly and in person. Accessibility and control's simplicity provide for the pupils' independent work in the program, animated characters stimulate interest, and the soundtrack assists to memorize new material effectively. Most teachers use additional tools, such as Teach Infinity Pro and Intech IWB software, social networks and Internet applications, YouTube channels, educational portals super.urok-ua.com, novashkola.ua, online service for interactive assignments LearningApps.org, etc.

Junior students and teachers of the Municipal institution Sumy secondary school of I-III levels № 23 realized a creative project on academic integrity compliance during the distance learning. Particular results of the project were discussed on the Zoom conference in the frameworks of the International Scientific and Practical Conference of applicants of higher education and young scientists "Academic Culture of the Researcher in the Educational Space: European and National Experience" held in Makarenko Sumy State Pedagogical University.

Basing on the analysis of the online survey of educators and students of the Makarenko Sumy State Pedagogical University and the results of students' work it is possible to conclude, that distance learning is more effective when there is clear guidance on the methods of work with certain theoretical material and reporting forms; there are no strict time constraints for the accomplishment of tasks; there are psychological support and encouragement of the student.

Conclusions

Thus, the conducted analysis gives ground to conclude the following. Pedagogical internship is described as an original form of education in the process of professional and pedagogical training in tertiary school, aimed at obtaining knowledge of the laws and principles of professional activity, mastering the methods of its organization, and thus, training of future teachers as professionally competent specialists. Professional and pedagogical training of a future primary school teacher is defined as a purposeful process focused on competence and skills development to perform professional duties within the frameworks of the New Ukrainian School reform.

The COVID-19 pandemic and the quarantine conditions have displayed that future teachers are not sufficiently aware of modern digital education tools; teachers do not have enough motivation to use the latter; both students and teachers are not sufficiently provided with the necessary computer and digital equipment; etc. The pedagogical technologies in the distance learning are of great significance nowadays. It is advisable to develop methodical and methodological support for distance learning and create a digital version of the educational process within a particular educational institution, in particular, for the process of pedagogical internship. It is possible to provide full mentoring support of pedagogical internships in educational institutions following the health standards.

Prospects for further research lies in the development of a holistic model of the future primary school teachers professional training system in the process of pedagogical internship, particularly, taking into account distance learning during quarantine caused by the COVID-19 pandemic.

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ORGANIZATION OF PRESCHOOL EDUCATION IN UKRAINE: METHODICAL SUPPORT

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Summary
The success of a preschool institution depends on the level of professional and pedagogical competence of preschool teachers. Therefore, the primary task is high-quality methodical support – providing systematic, timely assistance to teachers. Despite a number of research studies and the existing focus of attention to the problem of methodical support in educational institutions, there are currently almost no scientific studies devoted to the current state of the problem and its ways of reform. The analysis of periodicals of Ukraine is made, which is a reference point in the methodical work, contains useful recommendations, answers to important questions, tools for working with children, and is authoritative among teachers of the first link of education. The author specifies the approaches to aspects of methodical support in modern preschool educational institutions of Ukraine, namely: planning of methodical work; the image of the methodologist; use of innovative and interactive methodical forms in professional training of teachers.
Keywords: preschool educational institution, methodical work, methodical service, methodologist, periodical.

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1. Introduction

In modern conditions of education restructuring there is a need to change approaches to the activities of the methodical service in general and the organization of methodical support of preschool education in particular. Obviously, there should be a constructive and analytical review of the basic approaches, concepts, positions and strategies for the role, main tasks and functions of methodical support of preschool education. The National Doctrine of Education Development of Ukraine in the 21st century and the Law "On Preschool Education" identify priority areas for the development of preschool education, focusing on the need for its scientific and methodical support, introduction of new educational technologies, updating educational programs and methodical support for preschool educational institutions.

General theoretical aspects of methodical support in educational institutions are clarified in the works of I. Zhernosek, S. Maidanenko, V. Pavlenko, etc.; the content, forms and features of the organization of methodical work in modern preschool educational institutions are revealed in the works of Ya. Bentsyon, H. Bielienka, K. Bila, A. Bohysh, O. Dolynna, I. Zhernosek, N. Havrysh, O. Kononko, V. Kryzhko, K. Krutii, A. Morozova, N. Savinova, L. Shvaika and others.

2. The concept of methodical support

Methodical support is a multifaceted concept involving a number of important tasks in preschool educational institution. Before identifying effective steps towards restructuring, we outline the conceptual apparatus.

Support is an action with the meaning "to go near" *(Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy, 2001)*.

Methodical support is a holistic systematic interaction of a methodologist and a teacher, aimed at helping to choose the most optimal way to solve a professional problem based on their professional and life experience in the conditions of a concrete educational institution *(Kylynych, 2016)*.

Methodical service is a complex pedagogical system, which is an integral part of the system of professional development of teachers without leaving the main place of work.

Methodical work is a system of interrelated activities aimed at improving the pedagogical skills of preschool teachers, preschool specialists, the development of their creative potential, which greatly contributes to the growth of education and politeness of children *(Metodychnyi kabinet u dytiachomu sadku, 2008: 101)*.

Methodical work is a systematic collective and individual activity of teachers, aimed at improving their qualification and professional skills *(Shvaika, 2007: 152)*.

Methodical support in the preschool educational institution is provided by the director of the institution and the methodologist. Their task is to use accessible and at the same time effective methods of improving pedagogical skills, which will encourage teachers to improve their professional level, will enrich their pedagogical experience, will form their skills of independent analysis of their own professional competence.

Methodologist comes from the term "methodology", a teacher with appropriate qualifications and pedagogical experience *(Slovnyk inshomovnykh sliv, 1985)*.

Methodologist is a direct organizer of professional development of teachers, directs their self-education; organizational, methodological and managerial skills are important for the implementation of the main functions of methodologist *(Zhernosek, Kolibabchuk, 2001)*.

The structural components of typical methodical work over the decades were: 1) group forms of methodical work (methodical associations of teachers, school for young preschool teachers, workshops, seminars, creative groups, counseling centers, pedagogical studios, interest clubs, etc.); 2) mass forms of methodical work (conferences, pedagogical readings, weeks of pedagogical skills, fairs of pedagogical ideas, methodical weeks, etc.); 3) individual forms of methodical work (internships, mentoring, independent work, consultations, competitions, elaboration of professional literature, etc.) *(Zhernosek, Kolibabchuk, 2001)*.

H. Bielienka's (2001) views should be taken into account by methodologists when planning work with teachers: in a structured form the professional competence of a preschool teacher looks like a "three-step pyramid" which is based on professional knowledge, on the basis of which skills are formed; individualization and their interpretation by personality become the basis for the development of professional abilities.

3. Regulatory and legal support

Methodical support as an important component of preschool education is directly related to the level of its organization, which requires analysis of regulations.

Methodical work is an important indicator of the success of a preschool educational institution and one of the main ways to reform education, defined by the State National Program "Education" ("Ukraine of the 21st century"), Laws of Ukraine "On Education", "On Preschool Education", "Basic Component of Preschool Education".

The Law of Ukraine "On Education" gives organizational, personnel and academic autonomy to each educational institution. The teaching staff is responsible for the process and result of the educational process of the preschool educational institution and methodical service in particular *(Zakonodavstvo Ukrainy).*

The Law of Ukraine "On Preschool Education" defines the tasks of scientific and methodical support of the preschool educational system and the structural departments of the education system of Ukraine that provide scientific and methodical support to the preschool education system:

– the central executive body that implements the state policy in the field of education, subordinated to it scientific and methodological institutions and higher pedagogical educational institutions, as well as research institutions of the National Academy of Pedagogical Sciences of Ukraine and the National Academy of Sciences of Ukraine;

– Central Institute of Postgraduate Pedagogical Education National Academy of Pedagogical Sciences of Ukraine;

– methodical offices and other scientific and methodical institutions subordinated to local education management bodies *(Zakonodavstvo Ukrainy).*

The activity of methodical support is concentrated in the methodical office of the preschool educational institution. The work of the methodical office is regulated by the Model Regulations on the methodical office of the preschool educational institution.

One of the tasks of methodical support is the implementation of internal monitoring of the quality of education in order to identify and track tendency in the development of the quality of education in the institution, establishing compliance of the actual results of educational activities within the state requirements for the content, the level of its volume of preschool education (Basic component of preschool education") to its stated goals, as well as assessing the degree, direction and causes of deviations from the goals *(Ministerstvo osvity i nauky Ukrainy)*.

4. Periodicals as a component of methodical support

We believe that the components of methodical support in preschool education include publications of scientists and practitioners in periodicals of Ukraine, such as "Vykhovatel-metodyst doshkilnoho zakladu [Methodologist of preschool educational institution]", "Metodychna skarbnychka vykhovatelia [Methodical treasury of preschool teacher]", "Praktyka upravlinnia doshkilnym zakladom [Practice of preschool institution management]", "Doshkilne vykhovannia [Preschool education]", "Palitra pedahoha [Palette of the teacher]" and others.

Monthly, the only specialized magazine in Ukraine for methodologists of preschool educational institutions "Vykhovatel-metodyst doshkilnoho zakladu [Methodologist of preschool educational institution]" is a reference point in methodical work, contains useful recommendations, answers to important questions, tools for working with children. In particular, the following important issues are raised: Generalize pedagogical experience without mistakes *(O. Staienna, 3, 2020)*; Methodical week, or Life hacks of methodical support of teachers *(O. Polovina, N. Savinova, 12, 2018)*; Secrets of operational management for a methodologist *(O. Sviatenko, 1, 2018)*; SWOT-analysis as a tool of strategic planning of methodical work *(Ya. Draliuk, L. Hrynenko, 4, 2018)*; To the methodologist for the new school year: an excerpt from normative documents *(N. Omelianenko, 9, 2017)*; Methodical form of work on improving the professional skills of preschool teachers *(Yu. Tuzhenkova, 8, 2014)*; Professional reflection of a methodologist as a tool for correcting interaction with teachers *(I. Kondratets, 10, 2014)*; Interactive forms of work with teachers in the intertest period *(A. Kovalenko, 11, 2013)*; Interactive methods in the system of improving the professional skills of teachers *(I. Kindrat, 6, 2012)*; Portfolio as a means of teacher self-improvement *(M. Haliapa, 1, 2011)*, etc.

The magazine “Metodychna skarbnychka vykhovatelia [Methodical treasury of preschool teacher]” is useful in creating your own methodical treasury of the preschool educational institution to design the educational process, taking into account the characteristics of preschool children and the potential of pedagogical staff. The pages of the magazine cover the issues of planning and organization of work with children, presentation of traditional and new forms of work with children in accordance with the educational lines of the Basic component of preschool education (new edition).

The specialized magazine for the head of the preschool educational institution “Praktyka upravlinnia doshkilnym zakladom [Practice of preschool educational institution management]” is useful not only in managerial activity, but also in methodical work as well. In particular, articles: Seminars, webinars or courses: is it possible to choose the form of advanced training “to your mind” *(V. Bozhynskyi, 3, 2020)*; Educational program: to compose or not? *(S. Nerianova, 10, 2019)*; The concept of development of pedagogical education: emphasis on practice *(N. Omelianenko, 9, 2018)*; Methodical autonomy or execution according to instructions, or the right of an educational institution to choose a program *(T. Nosacheva, 1, 2018)*; Educational platform – the environment for becoming a successful education manager *(T. Pyroh, 4, 2017)*; Self-education of teachers *(T. Hurkovska, 7, 2016)*, etc.

Magazines “Doshkilne vykhovannia [Preschool education]”, “Palitra pedahoha [Palette of the teacher]” are also popular in Ukraine.

Researchers N. Havrysh and V. Zhelanova (2009) in the article “Understand another to get closer to yourself” propose to use videos of various forms of educational process, followed by the inclusion of teachers during training sessions in reflective-analytical activities. The authors believe that traditional forms of methodical work in preschool educational institutions, such as attending open classes and other forms of work have lost their professional development potential, the analytical aspect of this work has become purely formal, and the classes themselves have become a demonstration “show” of a preschool teacher's self-presentation.

O. Staienna (2020) in the article “Generalize pedagogical experience without mistakes” provides beginner methodologists with life hacks that will help structure the work and avoid mistakes in describing and presenting promising pedagogical experience.

As a result of the analysis of periodicals in Ukraine on preschool education, we can define approaches to aspects of activity of methodical support in modern institutions of preschool education: planning of methodical work; the image of the methodologist; use of innovative and interactive methodical forms in professional training of teachers.

5. Conclusions

Summarizing stated above, we can assume that high-quality methodical support should not provide methodical assistance, but create conditions for the development and improvement of pedagogical activities of the staff of preschool educational institution. Radical changes in the activities of the methodical service, in our opinion, lie in the plane of three vectors: reforming the structural system and directing the activities of the methodical service (shifting the emphasis in the implementation of methodical support for professional development of teachers); functional updating of the content and activity of the methodologist; the need to align traditional methodical forms of work with teachers and new challenges and contents of education. We consider the specified vectors of changes of activity of methodical service as perspectives of the further researches.

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THEORETICAL ANALYSIS OF THE FACTORS INFLUENCING MODERN TEACHERS' PROFESSIONAL SUCCESS

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Summary

The article examines the psychological and pedagogical principles of professional success in terms of coordination of individual and social requirements, professional and personal development of the teacher. The research issues are quite relevant in connection with current trends in education, which are aimed at achieving maximum quality in educational processes. From this point of view, the achievement of professional success by teachers is the key to qualitative changes in the education system. The article provides a theoretical analysis of the concept of "professional success" and defines the concept of "professional success of teachers" as a meta-category that is defined by complex indicators of professional competence, ability to teach, personal qualities and ability to self-realization in professional activities. It is determined that professional success is an integral characteristic of a teacher's activity, based on professional competence and pedagogical abilities, conducted by personal attitude to the profession and the ability to self-realization in it. On the basis of theoretical and empirical research the factors influencing formation of professional success of the teacher are defined. Theoretical analysis and survey of future teachers' ideas allowed to identify system-forming factors of professional success of teachers: professional competence, moral and ethical qualities of teachers, conscious choice of profession, emotional stability (formed emotional intelligence), self-realization in the profession. The study will provide an opportunity to develop a conceptual model of professional success of modern teachers, identify key criteria and indicators that determine the development of professional success of future teachers and professional teacher training at higher educational institutions.

Keywords: success, professional success of the teacher, personal qualities, professional competence, indicators of professional success.

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The problem statement

The scientific interest in the professional success of a teacher derives from its relevance to current trends in educational reform, which require teachers to be trained as highly qualified specialists, capable of carrying out professional activities in the context of the dynamism of educational institutions oriented to the development and self-development of students. There is an urgent need to study the psychological and pedagogical foundations of professional success in terms of reconciling individual and social requirements and the professional and personal development of the teacher, because the achievement of teachers' professional success is the key to a qualitative change in the education system as a whole. Such research requires a systematic analysis of the work of scientists in order to generalize it and create a modern conceptual model of the teacher's professional success. Due to the complexity and multicomponent nature of this concept, there is a need to identify and study the factors that determine professional success and influence its formation.

The National Education Development Strategy of Ukraine for the period 2012–2021, the Concept for the Development of Postgraduate Education in Ukraine, the Laws of Ukraine "On Education", "On General Secondary Education", "On Higher Education" indicate that the teaching profession loses its status in society. There is a discrepancy between the social contract and the social role of the teacher. This has a negative impact on the professionalism of the teacher, resulting in a decline in the quality of all levels of education. From this point of view, it is necessary to ensure the growth of the prestige of the teaching profession in society through the training of teachers as high-level professionals and to create a stable motivation for professional growth. Professional achievement and success of teachers in the training process. The realization of the importance of the success of the teacher is conditioned by the increased requirements to professional training of the teacher. Thus, the educational environment of the higher educational institutions must develop the professional success orientation of future teachers.

Research methodology

General scientific and specifically scientific methods were used to achieve the objective: analysis, systematization and generalization of theoretical data, questionnaires, interviews, rating, analysis and synthesis of experimental data. The theoretical and methodological basis for studies of professional success is the position of various scientific schools and fields, which focus on the problem of establishing and supporting the success of a modern specialist: theory of professional development in domestic and foreign studies (A. Bodalev, S. Berezhna, L. Bozhovich, T. Kiseleva, L. Konovalova, N. Kuzmin, A. Markova, D. Jordan, D. Kreit, D. Suyper, L. Tyler, D. Tiedeman and others); positions of pedagogy of success (S. Frene, K. Ushinsky, A. Makarenko, V. Sukhomlinsky, S. Amonashvili, P. Blonsky); socio-psychological determinants of professional success (A. Bondarchuk, A. Brukhovetskaya, T. Dzhuba, A. Kurakov, A. Kononec, A. Moskatov, V. Ponomarev, Zh. Tymoshenko, etc.); theory of personal self-determination in professional activity (L. Antsiferov, V. Baimetov, S. Vasilkovsky, E. Klimov, I. Kobilyatsky, T. Kudryavtsev, A. Markov, N. Pryazhnikov, E. Rogov, V. Slashyoonin, M. Fitzla, M. Yarchenko, etc.); psychosemiotic approach to the definition of successful activity (E. Petrova, A. Radionova, A. Romanov, etc.); research of emotional intelligence as one of the determinants of success (R. Bar-On, D. Goulman, K. Saarni, J. Mayer, K. Petrides, E. Fernham, etc.).

The goal of the article is to carry out a theoretical analysis of the factors influencing morden teachers' professional success. To achieve the goal, we defined the following tasks:

– to analyze the essence of the concept of "professional success";
– to determine the factors of professional success of the morden teacher;
– on the basis of a survey of students (future teachers), highlight the most important factors influencing a teacher's professional success.

The results and discussion

The concept of "professional success' is the subject of research of different sciences. The philosophical analysis of the category of success is based on two positions: from the point of view of a successful individual who aspires to self-realization, it means that the concept of "success" is close to the categories "life path", "sense", "existentialist"; another position – the achievement of the person success is reduced to the formula "the goal is the satisfaction of the goal", that is, the successful is the one who has achieved the goal *(Asmolov, 2007; Zinchenko, 1991)*.

Psychology analyses the perception of success in different research models: the conflict model (Z. Freud, K. Jung, E. Bern, etc.) the reconciliation model (J. Kelly, B. Skinner, etc.) the self-realization model (A. Adler, A. Maslow, F. Perls, etc.). These models offer different approaches to identify the category of success according to what is the driving force, the source of success.

From the pedagogical point of view, success can be the result of education. The pedagogy of success (K. Ushinsky, A. Makarenko, V. Suhommlinsky, S. Amonashvili, P. Blonsky) determine that success, which is a state of satisfaction with life, contributes to the further self-realization of the individual. This condition stimulates growth, can be related to both traditional activities and emotional, moral, spiritual maturity or the development of other aspects of the personality, which is also a life success *(Romanovsky, 2011)*. Therefore, it is important to respect the principle of humanization in education, aimed at revealing the abilities and attributes of the individual through the creation of a comfortable learning environment.

Analyzing the concept of success, Yu. Nazar emphasizes that it combines objective measures of performance (productivity, product quality, etc.) and subjective measures – satisfaction with work, experience of inclusion, self-assessment of achievements as well as self-efficiency as a personal component of success *(Nazar, 2013)*.

The analysis of the category "success" from the perspective of different approaches gives the opportunity to offer a holistic approach to model professional success of a teacher as a meta-construct of pedagogical activity. The professional success of a teacher is considered to be a meta-category, that is determined by complex indicators of professional competence, pedagogical ability, personal qualities and ability to self-fulfill in professional activity.

Professional success of a teacher is achieved by condition of personal and professional development up to the level of a professional with a steady motivation to self-development and able to effectively manage his emotional state and realizes his belonging to teaching profession (personal factor). Such awareness provides confidence in their professional abilities, helps teachers to adequately assess professional successes and failures, adjusts their own style of interaction with all participants in the educational process.

Thus, the professional success of a teacher is an integral characteristic of his activity, based on professional competence and pedagogical abilities, mediated by the personal attitude to the profession and the ability to realize in it.We can define the professional success of a teacher as the realization by the teacher of educational tasks at a reflexive level, accompanied by the state of personal satisfaction with the process and the results of his activity.

An important factor influencing the achievement of professional success is the personality characteristics of the subject and their type of professional activity. At the same time, a special set of personal qualities that determine professional success is determined and influence the formation of the personality and its self-realization. For a teacher, professional qualities are love for children, honesty, optimism, purpose, tolerance, perseverance, organization, openness, compassion and so on. These qualities are linked to the emotional and willful sphere and develop the educational success. Success studies highlight the personal traits of a successful person: active vitality, optimism, creativity, discovery, self-knowledge, self-expression, industriousness, flexibility, criticality, vision, etc. Among the most important personal factors contributing to professional realisation are personal efficiency, flexibility of behavior and dissatisfaction with personal activity. *(Averyanova, 2017)*, deontological competence and identity as components of a professional successful personality of the future teacher *(Barkasi etc., 2017)*.

The result of the studies shows that professional success is determined by a combination of both objective and subjective parameters. So, professional success depends on many factors, and at the personal level can be judged as important or insignificant. At the same time, they can be key to or hinder the development of teacher professionalism. In particular, one of the characteristics of a teacher's professional performance is that the results of a teacher's professional success are long-lasting in time (the student's assessment of a teacher's performance, in most cases, can be real only adulthood). This affects the teacher's internal assessment of the performance of his work, which can only be positive at a certain time.

As scientists point out that the perception of professional success is formed in the process of acquiring a profession, it is therefore important to create a sustainable awareness of the value of the profession and the orientation towards its success.

In order to identify indicators of professional success, we an attempted to define the perception of future teachers about the factors that determine it.

A survey conducted among the students of Primary School Education and Arts Faculty of T. H. Shevchenko National University "Chernihiv Colehium" (120 students of 3–4 courses participated in the survey), allowed us to make the following generalizations.

Among the personal factors that determine professional success, students cited:

– professional competence – 80.3 %;
– creativity and innovation in activity – 84 %;
– emotional stability (emotional intelligence) – 95.1 %;
– communication skills – 80.1 %;
– personal pedagogical style – 69.4 %;
– capacity for self-evaluation and self-improvement – 56 %;
– moral and ethical values and personal qualities – 81.5 %;
– charisma – 51.2 %;
– self-realization in the profession – 93.5 %.

Among the external factors that will determine the individual measure of their professional success, students chose:

– the children's behaviour – 63 %;
– the respect and authority among colleagues – 62.7 %;
– material reward – 59.2%.

According to the students survey, the achievement of professional success is influenced by their informed choice of profession (76.2%) and their own state of satisfaction with process and performance (71.2%). It should be noted that 45.2 % of respondents cited the importance of high wages as a criterion for success.

In assigning the most important personal qualities that contribute to the professional success of the teacher, the places were distributed as follows: 1 – love for children and profession, 2 – communicativeness, 3 – creativity, 4 – work efficiency and demanding, 5 – emotional stability, 6 – goodwill, 7 – optimism, 8 – empathy, 9 – humor, 10 – patience. At the same time, the students put the lack of balance and emotional stability at the top of their list of factors, the greatest obstacle to a teacher's professional success.

Conclusions and prospects for further research

Our experimental work has made it possible to draw conclusions, according to students, the most important factors that determine the success of future professional activity are love for children and profession, creativity and innovation in activity, a state of internal satisfaction and comfort in professional activity. It has been established that for a teacher, students consider moral and ethical standards, internal qualities and emotional stability, on which professional competence should be built up as a priority (64.3 % of respondents). The following features of a teacher's professional success have been identified:

– the pedagogical activities are subjective: only a master teacher can build the right educational line of educational interaction with a specific pupil (there are no ready-made facilities for a specific case). Therefore, the factors of professional success are subjective and relevant to other subjective and objective factors;

– the teachers are guided by moral and ethical values, must be confident in their actions and must persevere in achieving the objective, so the personal qualities of the teacher become important;

– the leading role in the professional success of the teacher is his emotional intelligence, which ensures the emotional stability of the activity, the ability to understand the internal condition of both the students and teachers, and to choose an appropriate the means of interaction with them.

Thus, the teacher's success factors identified by us in the student survey process will allow the development of a conceptual model of teacher's professional success, which will help to improve the training of future teachers in the higher educational institutions. Further prospects for the study are the development and introduction of learning technologies that will aim to develop personal qualities and models of the teacher as a successful person capable to realize himself in professional pedagogical activity.

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PRACTICES AND CHALLENGES OF GOVERNMENT SCHOLARSHIP FOR FOREIGN STUDENTS PROGRAMS IN EUROPEAN UNION, RUSSIA, AND CHINA: COMPARATIVE ANALYSIS AND LESSONS FOR UKRAINE

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Summary

Existing Ukrainian governmental scholarship program for foreign students needs to be redesigned. Now Ukrainian scholarship program is not fulfill its main public diplomacy purpose, has problems with efficiency of budget allocation, and uses outdated selection process and ineffective administration. Potential candidates for Ukrainian scholarship program can also participate in the scholarship programs proposed by European Union, Russian Federation and Republic of China among others. Purposes, designs and administration of mentioned above three different scholarship programs for foreign students are analyzed using comparative method and official data from Ministries of education and international organizations. The main findings of this research could be recommendations for Ukrainian policy makers. 1) To separate scholarship programs for ethnic Ukrainians and foreign students; 2) to include but not to be limited by bilateral agreements in providing scholarships for foreign students; 3) to allocate budget for the scholarship program, not based by bilateral agreements; 4) to introduce non-degree scholarship programs, and 5) to incorporate international students into Ukrainian students' body.

Keywords: scholarship program, internationalization of higher education, students' mobility, public diplomacy, talent attraction

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1. Introduction

Nonetheless scope of reforms toward internationalization of Ukrainian higher education after 2014 is rather wide, there are many issues not had been tackled yet. One of those issues is redesigning existing Governmental Scholarship Program for Foreign Students (GSPFS), which was established almost three decades ago by Ukrainian Government Regulation from February 26, 1993 #136. Regulation states, that Ukraine gradually should reduce number of full scholarships for international students (tuition, monthly allowance and medical insurance) who studied in the Ukrainian HEIs at the Soviet times from 11,200 in 1993/94; 7,100 in 1994/95; 3,200 in 1996/96; and 0,800 in 1996/97. Further scholarships for international students include only tuition-free placement in selected (high ranked) Ukrainian HEIs (neither monthly stipend no medical insurance are included) and should be provided on the basis on bilateral agreements with partner countries and the number of scholarship should not exceed 1,000. Regulation does not state the goal for scholarship provision for international students. Formulation of clear purpose for GSPFS is necessary for monitoring its effectiveness and efficiency; goal defines design and administration of the program. For redesigning GSPFS, Ukrainian government should establish clear goal of scholarship provision for foreign students and propose appropriate way of scholarship administration.

Design and administration of existing Ukrainian GSPFS is outdated and ineffective. Existing GSPFS targets different groups: out of 1000 scholarships 300 are provided for overseas Ukrainians, 700 are to be used in bilateral agreements for students' exchange with foreign partners (post-Soviet states, developing and developed countries);

Ukrainian GSPFS is based on bilateral agreements which can be initiated by Ministry of Foreign Affairs (MOFA) for deepen mutual understanding with the foreign country or by MOE for educational exchange purpose. Bilateral agreements in education sphere are prepared by MOEs, are revised by MOFAs, both in Ukraine and in foreign countries.

Administration of Ukrainian GSPFS is the same as in former USSR. Candidates should be selected in the sending countries by the MOE of selecting country, revised by Ukrainian Embassy documents, are transferred to Ukrainian MOE. Candidates should submit hard copies or originals of the documents, making personal visits to officials. Electronic way of application is not used.

This research in analyzing the purposes, designs, and ways of administration of existing GSPFSs in three countries: Russia, China, and supranational scholarship program Erasmus+ functioning in EU education space. Design of scholarship programs and their effectiveness in achieving the main purpose will be looked at from the point of view if such design and way of processing can be used for redesigning Ukrainian GSPFS. Russia was chosen as the inheriting Soviet type of GSPFS country which now is also modernizing its higher education system in accordance to the Bologna Process. Russian GSPFS is devoted to spread Russia's interests among the potential leaders of foreign countries. China was one of the allies of the former USSR and its higher education was build upon the Soviet model, very similar to the Soviet heritage of Ukraine. Powerful governmental intervention and presence of clear vision of internationalization cause significant up-bottom process of transformation of Chinese higher education. Chinese GSPFSs serve definite political role and are well managed. Management of scholarship programs and their segmentation for different target groups can bring a lot of lessons to Ukrainian policy makers in the sphere of education. Erasmus+ scholarship is designed and funded by supranational entity European Union with purpose to integrate European countries via students' mobility. Ultimately Poland, western neighbor of Ukraine, EU member from 2004, took the design of Erasmus+ scholarship as a basis for national GSPFS based on bilateral agreement with EU and non EU partners.

Which purposes have GSPFSs in different countries? How different GSPFSs are designed and administrated? How international experience can be used for redesigning Ukrainian GSPFS?

Qualitative comparative method of three countries' (Russia, China, and Ukraine) and one supranational union' (European Union) GSPFSs will be utilized. We will compare purposes, designs, and administration of GSPFSs.

Research consists of three parts: introduction where the purposes of the study and research questions are formulated. In the main part purposes, designs, and different ways of administration of GSFSPs are discoursed. Three countries' and EU' cases will be analyzed on the basis of theoretical framework designed according to the key factors related to establishing GSFSPs. This chapter covers comparative analysis of the goals and specific designs of GSFSPs in EU, Russia, China and Ukraine. The aim of comparison is identifying specific features of GSFSPs, which could be useful for redesigning GSFSP in Ukraine. In the concluding part according to the research findings, policy recommendations for redesigning GSFSP in Ukraine are provided.

2. Basic concepts and theoretical framework for GSPFS analysis

Understanding of basic concepts is essential before making comparative analysis of the purposes, design and management of GSPFS in three selected countries.

Here we will understand internationalization of higher education and scholarship programs creation by the governments of different countries as the mean to reach national goals, which varies from country to country and changes with the time. Hudzik underlines that "not only internationalization is the mean rather than the end but the ends can vary from institution to institution, and the particular approach to the internationalization chosen is dependent on the ends being pursued." *(Hudzik, 2011: 6)*.

Discussing provision of scholarship programs by one country to selected others we would understand this activity in the context of *public diplomacy* (open and seen by everyone diplomatic activity) which purpose is to promote friendly relationship between countries and to accept values and culture of the host country by students from sending countries *(Lindsey, 1989)*.

We define governmental scholarship program for foreign students (GSPFS) as specially designed and managed by the government of host country activity which serves to fulfill specific purpose by provision of higher education on tertiary level (undergraduate, graduate and PhD). Designs and management of GSPFS completely depend on the purpose for which host country introduces GSPFS.

Establishing GSPFS has significant goal for inviting country and such goals in national states differ from the period and from historical context. Why national states establish scholarship programs for foreign citizens?

Analyzing Soviet (1945–1990) and US (1948–present) GSPFSs Tsvetkova *(Tsvetkova, 2008)* states ideological goal of such programs to establish friendly political regimes in foreign states though legitimizing competing ideological values among influential (or potentially influential in the long run) groups in foreign countries. US educated over 600,000 of international leaders, academy stuff and students in the period of 1948–1990 and USSR educated over 500,000 international students in the same period. US and USSR were promoting market economy and democracy in the first case and planed economy and socialist ideas in the second case.

US Fulbright Scholarship targeted three main groups: leaders (politicians, civil society representatives and journalists), academy stuff and students from the existing political elites and representatives of upper-middle class whose chances to hold leading political position in the future were high. Analyzing US National Archives in Washington, Tsvetkova founds that the goal of Fulbright Scholarship program in the period of Cold War was to "implant the democratic principles of management, politics, and life within the professional group and other citizens in their own countries *(Tsvetkova, 2008: 207)*.

USSR targeted working class representatives. Social background and pro-socialist way of thinking were the criteria, which overweighed academic achievements. Graduates from the Soviet HEIs received not only diplomas; they were formed to become socialist way of life propagandists in their home countries. Final goal for USSR GSPFS was formulated in long-term strategy of the Central Committee of Communist Party in 1962–66: "Our goal is to select and educate foreign people from lower classes, mainly from families of technicians. This policy will result in establishing new loyal generation of technocrats who will gain political power in almost all countries throughout the world by 2010" *(Tsvetkova, 2008: 206)*.

Healy emphasizes activeness of US, UK and USSR in the period of Cold War providing governmental scholarships for foreign students and calls it “inexpensive way of securing the future loyalty of client states” *(Healy, 2008: 334)*.

In the global context of 1945–90th achievements in science and technology were reflected in national power, and beginning of transition to knowledge economy and knowledge-intensive industries which required intensification of informational exchange had place, 5 countries leaded in the number of international students in their higher education institutions (HEIs). McMahon (1992) proves that participation in international studies worldwide in this period was highly depended from country’s relative political and economic position within the world system. Trade and political relation were the strongest factors to pull international students from source countries to the particular world center. At the time of the Cold War the principal rationale for the internationalization of higher education were peace and mutual understanding. Questions of national security and foreign policy were the main drivers for establishing scholarships and programs for foreign students *(de Witt and Merkx, 2012: 49)*.

In late 1980th understanding of European integration’ prevalence on the top level of political power occurs. Higher education becomes the key channel to promote common European values among European states. In 1987, it materializes in students’ mobility Erasmus program. Goals for higher education cooperation in Europe are following:

“To promote universal, normative values among the education community;

To set and monitor common (or shared) goals for education systems;

To develop comparable quality standards and performance indicators;

To enhance a policy dialogue and disseminating good practices at country and regional levels;

To provide financial aid for system governance through institutional development;

To promote the European dimension of education through student/stuff mobility and institutional networking” *(Jallade, 2011: 7–8)*.

Beginning from 1987 students’ mobility program is functioning in the common European education space. For its 30th anniversary, more than 3,000,000 students were involved in the process. Erasmus scheme concentrates on individual, institutional, national (promotion of diversity of European countries, internationalization of students’ body, improving quality of higher education); regional (promotion of common European values, formation of European citizenship), and global (straitening of competitiveness of European higher education on the global scale) levels. HEIs of different European countries should establish mobility partnerships, compare and recognize curricula for credit mobility. Students participating in the process sign agreement with home and abroad university for credit transfer. Several institutions create broad networks having hundreds of partner institutions throughout Europe. Ukraine became a partner country for Erasmus+ 2014–2020 program, taking 48% of the entire budget for partner countries allocated and has 7 000 one-semester scholarships for Ukrainian students mobility.

New purpose for establishing GSPFS, except of political, arises in the new millennium: talent attraction. Scholarship provision for exceptionally talented foreign students on the global scale can be seen as formation of elite skilled global workforce, which will serve to enhance competitiveness of the nation states and their economic growth. *(Boun and Kim, 2011; Paik, 2015; Wei, 2013)*.

Different goals, designs and administration of GSPFS was not analyzed using comparative method yet. This research tries to explore various GSPFSs with the aim to understand how goals of national governments (supranational government in case of EU) defines design and administration of GSPFSs and how redesigning of Ukrainian GSPFS can serve the goals of Ukrainian government.

Selection of the countries and theoretical framework

Ukraine has 70 years' Soviet history and inherited Soviet educational system becoming independent state in August 24, 1991. After Revolution of Dignity in 2014 and outbreak of undeclared Russian-Ukrainian war, all the efforts of Ukrainian government at whole and Ministry of Education and Science particularly are to integrate to European community. European integration in the sphere of higher education does not mean unification. Reforms of national education inspired by Bologna process emphasize HEIs autonomy, credit counting according to ECTS (European Credit Transfer System), number and content of concentrations which ease for Ukrainian as well as for European students to take part in Erasmus mobility program (1987–now). Ukraine takes part in Erasmus+ students' mobility program 2014–2020. 7000 Ukrainian students can take part in the program during this period. Erasmus mobility program propose one semester study for the students who completed at least one academic year in their own university in other European university with which home university has bilateral partnership agreement. Erasmus program gives strong motivation for Ukrainian HEIs to develop and maintain broad network of European partner institutions.

Russia is perceived by most countries of the world as the successor of USSR's power. It is worth to mention, that Russia nowadays provides 15 000 scholarships for foreign students each year. Purpose for this scholarship is the same that in former USSR, slightly reformulated: formation of pro-Russian national elites who can effectively promote Russian interests in the international arena. Scholarship program is not based on bilateral agreements (but such agreements signed previously are taken into consideration), it is well promoted and candidates are not supposed to go through MOEs of sending countries. Candidates for the scholarship are selected by Russian Embassies and branches of company named Rossotrudnichestvo (organization for cultural cooperation) created in 2008. Now numerous Rossotrudnichestvo Centers are functioning in 77 countries in all regions of the world. After internet based application submission, interview in the Rossotrudnichestvo and exams are provided. Russian GSPFS does not have exclusively diplomatic goal as agents of Rossotrudnichestvo specially hunt for national and international science and mathematics Olympiads' winners and patent registered school graduates and offer them scholarships for studying in the high ranked Russian universities providing jobs in the future.

Chinese GSPF created in 1950-now on the basis of USSR' GSPFS has the diplomatic goal of mutual understanding and establishing of friendly relationship via providing education on tertiary level. Chinese GSPFS is based on bilateral agreements; candidates for scholarship are preselected by recipients' countries' MOEs, after which are selected by Chinese Embassy. Scholarship provides tuition free study on all three post-secondary levels (bachelor, master, PhD), accommodation, monthly allowance, medical insurance for 10,000 (cumulative number) foreign students. GSPF is quite effective and efficient *(Dong & Chapman, 2008)* serving political and long run economic (talent attraction) goals. Design of this scholarship has one similar feature with Ukrainian GSPFS – it is based on bilateral agreements. Nevertheless, way of administration of the scholarship is different and analysis of it can be useful for Ukrainian policy makers.

This paper will compare purposes, designs and administration of GSPFS of Russia, China, and Erasmus+ student mobility program of supranational entity European Union. Purpose of the GSPFS defines its design, administration and target groups of students.

3. Comparative analysis of GSPFSs in EU, Russia, China and Ukraine

Purposes of GSPFs

Public Diplomacy Purpose

As we can see all scholarships analyzed have the public diplomacy purpose. For this purpose students should receive education in the host country and promote interests of the host country coming back home. Tsvetkova, N. (2008), Dong L. and Chapman D. (2008) use the quantity of scholarships alumnae holding the key positions back in their sending countries as the main indicator of success for Russian GSPFS in the first case and for the Chinese one in the second. The qualitative analysis of satisfaction surveys of international students participating in GSPFSs is essential for the evaluation of scholarship programs because unsatisfied students can negatively affect the image of the scholarship and the image of the host country as a whole, destroying the mere purpose for establishing GSPFS. Impact of Ukrainian GSPFS for the public diplomacy purpose was not analyzed yet.

Erasmus+ scholarship fully satisfies the public diplomacy purpose giving its participants a chance to study in another European country during one semester. One-semester study is offered more often on the undergraduate level (usually students move using Erasmus+ scholarship during 6-th semester of their bachelor studies) broadens students' cultural understanding and formulates their "European mindset". At the same time, Erasmus+ scholarship maintains students in the universities of their host countries and prevents brain drain from the less developed European countries to the developed ones. Degree mobility for Master's and PhD studies allows a student to move between two or more universities and have two academic supervisors having in a result joint diploma of two or more universities.

Internationalization of Higher Education of the Host Country Purpose

For the purpose of internationalization of higher education of the host country by inviting international students and formulation of the "global mindset" for the domestic students, who can receive it communicating with internationals, scholarship receivers should be fully integrated in the students' body, having the same language of instruction, using the same facilities and enjoying the same extra curricula activities sharing the time with domestic students.

Out of the four GSPFSs analyzed only Erasmus+ program fully and immediately integrates foreign students proposing courses, using the same language of instruction as it is used for domestic students. International students use the same facilities and participate in the same activities that domestic ones.

In the case of Russian and Chinese GSPFSs one- or two-years Russian or Chinese language courses are proposed for students who are not fluent in Russian or Chinese before degree program starts. Dong L. and Chapman D. (2008) mention that in the case of Chinese GSPFS foreign students live in separate dormitories enjoying better facilities ant treatments than domestic ones. In the case of English language of instruction' courses in Russian Federation more than in China foreign students are separated from domestic ones, so internationalization purpose for "formulation of the global mindset" for domestic students fails. For Russian GSPFS in the case then the language of instruction is Russian foreign students are integrated in the same groups with domestic ones. Mostly these students are from post-Soviet republics and do not need additional year of Russian language course having good knowledge of Russian from schools in their home countries.

For foreign students' integration into the students' body of the host country knowledge of the host countries' language of instruction is essential. Ukrainian GSPFS does not propose free

Table 1

Comparative analysis of GSPFSs of EU, Russia, China, and Ukraine

	Erasmus+	Russia	China	Ukraine
4.1. Purpose 1) Public diplomacy; 2) Internationalization of domestic higher education internationalizing students body; 3) Talent attraction.	1) Nurturing the sensation of common European education space; 2) International students are studying with domestic ones in the same classrooms within the same language of instruction; 3) Condition of talent circulation in the common European education space is created.	1) To promote pro-Russian interests in international arena; 2) International students are studying with Russians in the classrooms with Russian language of instruction; 3) For the most talented international students working places are proposed in knowledge intensive industries	1) Promotion of mutual understanding, cooperation and exchange in various fields between China and other countries; 2) International students are rarely mixing with domestic ones; 3) Special scholarship for most talented post-graduates is introduced	1) Promotion of mutual understanding; 2) Students should pay themselves for the one-year Ukrainian language course to mix with the groups of Ukrainian students or pursue their studies in Russian or English in the separate groups for international students; 3) N/A
4.2. Design 1) Budget allocation; 2) Scholarship promotion; 3) Coverage of the scholarship.	1) Funding is allocated by EU for each participating country for 7-years period; 2) Highly promoted by EU official bodies on governmental level, national governments and HEIs themselves; 3) Provides 1-semester' study in HEI of students' choice on the national language of the host country; sending HEI guarantees appropriate language of instruction knowledge of the host HEI. Students receive tuition-free education, monthly allowance and medical insurance	1) 15.000 scholarships yearly. Federal funding is allocated for the program. Bilateral agreements with partner countries are taken into consideration, 2) Budget of a program includes promotion of the scholarship abroad, teaching of Russian as foreign language in schools and for functioning of Rossotrudnichestvo Centers; 3) Scholarship covers one-year course of Russian language. Students receive tuition-free education, monthly allowance ($25 equivalent) Allocation in the dormitory and medical insurance should be paid by students.	1) Bilateral agreements 10.000 scholarships. 2) Scholarship is promoted through Confucius Centers as well as by Chinese Embassies; 3) 1- or 2-years courses of Chinese language are covered by the scholarship. Students receive tuition-free education, monthly allowance, allocation in the dormitory, and medical insurance	1) Bilateral agreements with reciprocity requirement. Up to 1.000 scholarships yearly. Funding is allocated for every agreement not for the scholarship program; 2) Scholarship is promoted by the Ukrainian Embassies mostly among Ukrainian Diaspora; 3) Ukrainian language courses should be paid by the scholarship holders ($1.000-$3.000). Students receive tuition-free education
Administration 1) Selection process 2) Degrees to be obtained	Sending university selects the candidate among all individual students willing to participate; 2) Credit mobility, degree mobility (Master, PhD)	1) After filling electronic form, candidates go through the exams in the Russian Embassies or in Rossotrundichestvo Centers in the country of students' origin (Research paper or Essay should be submitted depending on the field of study) After passing Stage1, candidates should pass Stage 2 when their documents will be analyzed by representatives of Russian MOE and HEIs. 2) Bachelor, Master, PhD	1) For bilateral scholarships students should apply in their country of citizenship preparing all documents package and pass selection process in MOEs of their countries. 2) Bachelor, Master, PhD	1) Students should apply in their country of citizenship preparing all documents package and pass selection process in MOEs of their countries. 2) Bachelor, Master

language course. Foreign scholarship recipients should pay for one-year Ukrainian language course equivalent of $1.000 to $3.000. In addition, programs in Russian and English are proposed in Ukrainian HEIs. By the Ukrainian legislation, Ukrainian citizens can receive higher education only in Ukrainian (this legislation was adopted in the early 1990-th for protection of Ukrainian language mostly replaced by Russian in the higher education). Russian-speaking foreign students (mostly from post-Soviet countries) and English-speaking students are forming separate groups, not integrating in the Ukrainian students' community.

Talent attraction purpose

To fulfill attraction of talented students' purpose in science intensive fields of knowledge several key requirements should be satisfied. Knowledge intensive industry of the host country should be developed, funded by the government and be of national priority. Host country should satisfy needs of talented students in development of their talents competing with other developed countries which can formulate the better offer in the same field of study and research. For this purpose European Union and China have separate scholarships. In the case of EU Erasmus Mundus joint PhD programs are proposed, in the duration of which PhD students have two consultants in two European universities and pursue their studies in both of them. In China separate from bilateral agreements scholarship for postgraduate talented students was introduced. Selection process for it is done by the universities where students should directly apply avoiding bureaucratic procedures in the embassies or MOEs of home and host countries.

In Russia in the framework of the only GSPFS, for talented graduates after the degree obtaining, working places in the knowledge intensive industries are proposed which produces additional attraction to the GSPFS in general.

For Ukrainian GSPFS talent attraction purpose is not relevant for now taking into account poor research funding by the government.

Design

Budget allocation

For Erasmus+ program budget is allocated for 7-years' period and quantity of students moving from participated countries is distinguished. In Russian Federation' case budget is allocated yearly for 15.000 students from undistinguished countries. For Chinese scholarship budget is based on the quantity of students and programs allocated in the bilateral agreements with the partner countries.

In the case of Ukraine budget is allocated yearly for the quantity of students distinguished in bilateral agreements with the partner countries. Those agreements should be of the governmental level signed by Prime Ministers (or Ministers of Education, or Ministers of Foreign Affairs) and reinforced by 5-years Protocols among MOEs, distinguishing the quantity of students and specifying conditions of the scholarships. Those Protocols should be analyzed and approved by Ukrainian Ministries of Justice, Foreign Affairs, Economy, and the Ministry of Finance before signing. At the same time to be approved by Ukrainian ministry of Justice, such agreements should contain reciprocity requirements, which narrow the circle of potential partner countries to the states which are willing and able to propose places for Ukrainian students in their HEIs.

Nonetheless, bilateral agreements are the good way of friendly relationships demonstration, in the case of Ukraine bureaucracy takes such a lot of time and efforts from the both sides of the agreement that sometimes the public diplomacy purpose could not be fulfilled. Bilateral agreement as a basis for GSPFS should not contain obligatory reciprocity requirement which will give the space for Ukrainian diplomats to propose places in Ukrainian HEIs as a demonstration of friendly relationships in the diplomatic dialogue with the representatives of the countries which are unable to propose the same.

Ethnical Ukrainians, citizens of foreign countries, can participate in the same Ukrainian GSPFS as the foreign citizens of non-Ukrainian ethnicity not on bilateral agreement basis but with the condition of obtaining in Ukrainian Embassy status of Foreign Ukrainian.

Scholarship Promotion

In the case of Erasmus+ program, it is promoted on the supra-national level by EU administrative bodies, on the national level of participating countries and by HEIs themselves. HEIs are establishing numerous international contacts, and students' exchange intensity under Erasmus+ scheme is one of the key indicators of HEI' internationalization.

Russian GSPFS is promoted by Russian Embassies in the foreign countries and by Rossotrudnichestvo centers in 77 countries in all the regions of the planet. Russian Embassies and Rossotrudnichestvo Centers are devoted to promote learning of Russian language in schools and often propose courses of Russian language out of schools preparing potential students to study in Russia using GSPFS or on self-funded basis.

Chinese GSPFS is promoted by Chinese Embassies and by Confucius Institutes abroad in more than 100 countries in all the regions of the world. Confucius institutes are not only propose information about Chinese HEIs which participate in GSPFS but also provides courses of Chinese language and possibility to pass the exam which will be accepted by Chinese HEIs in case if potential candidate for the scholarship will learn Chinese before coming to study in China.

Ukrainian GSPFS is promoted by Ukrainian Embassies abroad mostly among Ukrainian Diasporas. Ethnical Ukrainians can participate in the same scholarship too if obtaining the status of the Foreign Ukrainian. Learning of Ukrainian language and culture is promoted on the voluntary basis by huge Ukrainian Diasporas, standards of Ukrainian language as foreign is formulated by Ukrainian MOE several years ago, but officially promotion of Ukrainian language and culture abroad is Ukrainian Ministry of Culture' field of responsibility. This is the reason why Ukrainian language courses are not spread abroad using one standardized test which would prove level of language proficiency and would give its' completers rights to participate in Ukrainian GSPFS.

Coverage of the Scholarships

One of Erasmus+ scholarship requirements is the previous students' acquisition of high level knowledge of the host HEIs' language of instruction. Only students who meet this requirement can participate in the students' mobility program. Russian GPSFS proposes one-year language course and Chinese GPSFS offers one- or two-year language courses depending on the subject of study.

Ukrainian GPSFS does not propose free of charge language courses.

All analyzed scholarships propose tuition-free study during the scholarship period. Erasmus+, Russian and Chinese GPSFSs also offer monthly stipend Chinese scholarship provides allocation and medical insurance. Ukrainian GPSFS does not provide three last components.

Administration

Selection process

In the case of Erasmus+ scholarship there are a lot of requirements to be fulfilled before students could participate in students' credit mobility. First of all Erasmus+ scholarship requires acceptance of credit mobility scheme by participating countries. In addition, it requires partnerships establishment among HEIs into European education space and with HEIs of the non-EU Partner countries. So students studying in the particular HEI in the country that accepts credit mobility can move only to international HEIs with which their alma-mater HEI established partner relationship. Student willing to participate in Erasmus+ scheme sign the agreement with their HEI and with international HEI about credit mobility and knowledge of the language of instruction of international HEI. Final decision of accepting candidates for the Erasmus+ mobility program takes the home-country' HEI. Academic excellence, social activeness, motivation, and future usage perspectives of mobility experience should be taken into consideration. All those factors help administration to make a right choice.

To be accepted for Russian GSPFS candidates should pass through entering exams formed by Rossotrudnichestvo Centers. After this stage, candidates should pass examination of their HEIs and documents' review by Russian MOE. This two-stage process guarantees high quality of accepted candidates.

In the case of Chinese Bilateral Agreement GSPFS and Ukrainian GSPFS only documents of candidates are analyzed and choice is made on previous academic performance and motivation letter.

Degrees to be obtained

EU offers two types of mobility: credit and degree mobility. Both types of mobility serve to unify European educational space. Credit mobility can be executed on bachelor and masters levels. Degree mobility is used for graduate Master and PhD programs. Russian GSPFS offers places on all three levels. Chinese GSPFS offers three levels' programs and numerous non-degree programs which are most popular among students from EU, US, and other developed countries.

Ukrainian GSPFS offers places for Bachelor' and Master' programs.

4. Conclusions

Analysis of purposes, designs and administration of EU Erasmus student mobility, Russian and Chinese GSPFSs brings several lessons to be learned to develop new Ukrainian GSPFS.

Purpose for Ukrainian governmental scholarship

Ukrainian GSPFS should serve public diplomacy purpose deepening mutual understanding between Ukrainians and students from participating countries. Internationalization of domestic education purpose could reinforce the main purpose with the condition that international students will be integrated into the students' body of Ukrainian HEIs. For this reason 1) Ukrainian students should be encouraged to take courses in English in the same groups with international ones as English is the language of global scientific communication; 2) Free of charge one-year Ukrainian language course for degree scholarship holders should be provided after which international students should be mixed with domestic ones. Scholarship program for ethnic Ukrainians should be operated separately because it has different purpose and different target group.

Design of Ukrainian governmental scholarship

All analyzed GSPFSs have their origins in bilateral agreement design which completely fulfilled the public diplomacy purpose in the past century. The process of signing bilateral agreement was the result of long preparation and diplomatic negotiations. Nowadays students' exchange can be initiated by HEIs themselves and for public diplomacy purpose not the fact of signing agreement on the highest level but formation of youth loyal to the host country has the most valuable impact of the scholarship. New Ukrainian GSPFS should take into account previously signed bilateral agreements but at the same time propose places to the students from all the countries with which Ukraine has diplomatic relationships without signing special agreements.

Budget for the GSPFS should be allocated based on the scholarship program not for each bilateral agreement separately. Taking into account Ukrainian strategic goal to integrate to European community, Ukrainian GSPFS should particularly target EU students with non-degree short-term courses popularizing Ukraine as destination for Erasmus+ students' mobility. Ukrainian as foreign language test should be introduced as soon as possible making short-term (from 4 weeks to one-year) scholarship programs for studying Ukrainian language and culture possible.

Administration of Ukrainian governmental scholarship

Selection process should be organized based on internet usage, allowing scholarship candidates to send copies of the documents via e-mail, and make skype interview before final enrolment decision.

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METHODOLOGICAL BASIS FOR THE FORMATION OF PUPILS' KNOWLEDGE ABOUT NANOTECHNOLOGY IN THE PROCESS OF TEACHING PHYSICS

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Summary

The article is devoted to the analysis of scientific-methodological literature on teaching pupils the elements of nanotechnology and it is found out that the problem of determining the methodological basis for the formation of pupils' knowledge about nanotechnology was not the object of special study. It is determined that the methodological basis for the formation of pupils' knowledge about nanotechnology is a system of methodological approaches. The article highlights and substantiates methodological approaches (competence-based, personality-oriented, activity-based and system), which are used for the formation of pupils' knowledge about nanotechnology in the process of teaching physics. The role of key competencies for studying and understanding nanotechnology by pupils is defined. It is shown that teaching pupils elements of nanotechnology, in turn, contributes to the formation of pupil's key competencies. The conditions and forms of organization of educational activities of pupils in the process of teaching physics for the formation of pupils' knowledge about nanotechnologies are defined. The features of a personality-oriented approach are highlighted, which are fundamental for the formation of pupils' knowledge about nanotechnology. The principles of a system approach are defined, which ensure the creation of an integral methodological system for the formation of pupils' knowledge about nanotechnologies. The article proves that only a complex combination of the analysed methodological approaches will ensure the formation of a complete system of knowledge about nanotechnology in the process of teaching physics.

Keywords: methodology, methodological approach, nanotechnology knowledge, school physics, competency-based approach, personality-oriented approach, activity-based approach, system approach

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Introduction

Nanotechnology is a new and promising technology of the XXI century, the basis for the transition of the economy to the sixth technological order. This is why economically and technologically developed countries of the world (the USA, Japan, China, Taiwan, Republic of Korea, Singapore, Finland, Denmark, Germany, France etc.) invest in research and education in the field of nanotechnology. It would seem that the preparation of appropriate personnel support should only affect higher and professional education, but government documents in most countries consider the need to form ideas about nanotechnology among the younger generation at all levels of education. At the same time, one of the basic academic disciplines, given the interdisciplinary nature of nanotechnology, is physics.

On the pages of scientific-methodological publications, scientists cover various aspects of teaching pupils elements of nanotechnologies. Issues of integrating nanotechnology into the content of science curricula are considered by S. Daly, K. Hutchinson, L. Bryan *(2007)*, C. O'connor, H. Hayden *(2008)*, Sh. Y. Stevens, L.M. Sutherland, J.S. Krajcik *(2009)*,

K. Ban, S. Kocijancic *(2011)*, A. S. Selim, R. A.-H. Al-Tantawi, S. A. Al-Zaini *(2015)*, O. Pasko, O. Avramchuk *(2015)* etc. The works of Ch. Xie, H.-S. Lee (2012), L. M. Gorghiu, G. Gorghiu *(2014)*, R. L. Olteanu, C. Dumitrescu *(2014)* are devoted to the use of information and communication technologies in teaching nanotechnologies. Some aspects of teacher preparation for teaching nanotechnology pupils are described in the works of L. Bryan, S. Daly, K. Hutchinson, D. Sederberg, F. Benaissa, N. Giordano *(2007)*, J. Tomasik, S. Jin, R. Hamers, J. Moore *(2009)* etc. However, in the theory and methodology of teaching physics, there are no studies concerning the methodological basis for the formation of pupils' knowledge about nanotechnology in the learning process.

In the framework of our research, we proceed from the fact that methodology is a system of principles and methods for organizing and building theoretical and practical activities *(Konstantinov, 1970)*. The methodology is based on methodological approaches. The definition of basic methodological approaches to the formation of pupils' knowledge about nanotechnology in the process of teaching physics is the basis for selecting the content, forms, methods and means of teaching.

The purpose of the study: to identify and justify methodological approaches to the formation of pupils' knowledge about nanotechnology in the process of teaching physics.

The analysis of pedagogical-methodological literature has shown a variety of methodological approaches, each of which has its own specifics and performs certain functions. Therefore, in order to distinguish among the existing methodological approaches, those that will contribute to the formation of pupils' knowledge of nanotechnology in the process of teaching physics, we were guided by the following criteria:

- since none of the approaches is universal, it is necessary to build a system of methodological approaches that complement each other;
- the system of methodological approaches should not include conflicting approaches;
- methodological approaches should fully meet the goals and objectives of the methodological system and ensure their achievement and implementation;
- methodological approaches should correspond to the goals and objectives of the subject (Physics) and take into account its features.

Taking into account these criteria, we have identified the following methodological approaches: competence-based, personality-oriented, system, and activity-based.

1. Competence-based approach

In the pedagogical literature, the competence-based approach to teaching is positioned as a response to growing concerns about the quality of education. This approach assumes that a school graduate after completing an educational program should not only have a certain amount of knowledge, skills, and abilities, but also have a formed system of competencies *(Tkachenko & Moroz, 2017)*.

The issue of defining the concepts of "competence", "competence-based approach", classification of competencies, their structure, theoretical-methodological foundations of the implementation of the competence approach in training are disclosed in the works of such scientists as Bekh I. D., Bibik N. M., Jermakov I. Gh., Zymnja I. O., Krajevsjkyj V. V., Kononko O. L., Ljebjedjev O. Je., Lughovyj V. I., Masol L. M., Ovcharuk O. O., Pometun O. I., Savchenko O. Ja., Sukhomlynsjka O. V., Khutorsjkyj A. V.

As it is stated in the National educational Glossary, the competence-based approach is an approach for defining learning outcomes based on their description in terms of competencies *(Kremen, 2014)*.

In the context of the European Qualifications Framework for Lifelong Learning «competence» means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development *(European Communities, 2008)*.

The European Parliament and the Council set out key competencies *(European Commission, 2018)*, the formation of which in pupils will help them not only to find a job, but also to successfully realize themselves in accordance with individual needs and inclinations. Among these key competencies we consider the priority for pupils to understand and study the elements of nanoscience and nanotechnology:

- *mathematical competence* will allow you to use mathematical methods to study the processes and phenomena of the nanoworld;
- *science, technological and engineering competencies* will contribute to the understanding of nanotechnologies and their significance for the further development of science;
- *digital competence* will not only allow you to find, evaluate and use relevant information from nanoscience and nanotechnology, but also facilitate the development and application of information and communication technologies in the study of nanotechnology and their further use;
- *personal, social and learning competencies* will allow pupils to build their own educational trajectory related to nanoscience;
- *entrepreneurship competence* will allow future graduates to generate new ideas in the field of nanotechnology and implement them.

The inclusion of nanotechnology elements in the content of the physics training material will also, in turn, contribute to the formation of key competencies (table 1) *(Tkachenko, 2018)*.

Table 1

Subject content of the key competencies and educational resources for their formation

Key competence	Components
Communication in the mother tongue	**Skills:** to use nanotechnological terms and concepts in speech; clearly and unambiguously formulate an answer to a question, justify your own point of view; clearly and argumentatively express thoughts and conclusions in writing; briefly and competently pronounce messages, reports, present the results of project activities. **Attitude:** to show a value attitude to the scientific Ukrainian language; to critically evaluate scientific news science in the information space. **Educational resources:** textbooks, popular science literature, electronic educational resources.
Communication in foreign languages	**Skills:** to read and understand foreign-language educational, popular science literature; to work with foreign-language electronic educational resources, virtual laboratories. **Attitude:** to be aware of the importance of knowledge of international communication languages for expanding opportunities to obtain information about the development of modern science and nanoscience in particular. **Educational resources:** foreign-language information sources, virtual laboratories.
Mathematical competence	**Skills:** to apply mathematical tools to solve nanotechnological problems, interpret and evaluate experimental results, to construct and interpret graphs, and diagrams of nanomaterial processes. **Attitude:** to be aware of the importance of mathematical knowledge for building scientific theories, interpreting research results, and implementing the achievements of natural science in engineering and technology. **Educational resources:** textbooks, collections of problems, popular science literature, virtual laboratories.

Table 1 (Continued)

Science, technological and engineering competence	**Skills:** to explain the processes and phenomena of the nanoworld based on physical, chemical, and biological knowledge; to understand and explain the structure and principle of operation of technical means for the study of objects of the Nanoworld; to observe, collect data, analyse the results of experiments; to apply knowledge of the basics of nanotechnology while studying other natural disciplines. **Attitude:** to realize the importance of holistic development of the natural sciences to form a coherent scientific picture of the world and scientific-technical progress; to evaluate modern achievements and prospects of development of nanoscience. **Educational resources:**popular science literature, electronic educational and information resources; virtual laboratories.
Digital competence	**Skills:** to use information-communication systems for searching and processing information; to create information products with nanotechnological content; to work with virtual laboratories, simulation programs. **Attitude:** to comply with ethical standards for handling information. **Educational resources:** electronic educational and information resources, virtual laboratories.
Personal, social and learning competencies	**Skills:** to plan independent study of educational material on the basics of nanotechnology; independently search for information, draw conclusions, acquire new knowledge. **Attitude:** critically evaluate your own achievements; to realize the importance of self-education for your own intellectual development. **Educational resources:** educational, encyclopaedic and popular science literature, electronic educational resources.
Entrepreneurship competence	**Skills:** to work in a team, conduct a dialogue, take initiative, make responsible decisions when performing training tasks and projects; to organize collective work, distribute functions and responsibilities among group members to complete a training task or project. **Attitude:** to understand responsibility for decision-making; initiative, hard work, self-confidence. **Educational resources:** literature about famous modern scientists whose activities had a significant impact on the development of the economy, excursions to scientific institutions and modern enterprises.
Civic competence	**Skills:** to argue and defend your own position; to adhere to generally recognized moral principles and values in the learning process; to resolve conflicts, reach compromises. **Attitude:** to evaluate the significance of nanoscience achievements for the social development of the Ukrainian state, improving the welfare of its citizens; to accept the views of others with tolerance. **Educational resources:** mass media, educational and social projects.
Cultural awareness and expression competencies	**Skills:** to explain and give examples of the relationship between nanotechnology and art. **Attitude:** to be aware of the unity of the development process of nanoscience and culture. **Educational resources:** works of art, electronic information resources.

2. Activity-based approach

The methodological basis for the development of competence is the activity-based approach, since competence is formed and manifested in the process of activity *(Sharko & Liskovych, 2012)*.

The activity-based approach is quite common in psychological and pedagogical research (B. Ananjjev, I. Bekh, L. Vyghotsjkyj, P. Ghaljperin, V. Davydov, L. Zajceva, I. Zymnja, N. Kuzjmina, A. Leontjjev, S. Rubinshtejn, V. Slastjonin, O. Shherbakov, E. Judin). Scientists define the essence of the activity-based approach in different ways: as a set of educational technologies or methodological techniques, as a methodological basis for developing learning, as an educational concept that is based on the subject activity of pupil.

The State standard of basic and complete general secondary education of Ukraine states that the activity-based approach is the orientation of the educational process to the development of skills and abilities of the individual, the practical application of knowledge obtained from various academic subjects, successful adaptation of a person in society, professional self-realization, the formation of abilities for collective activity and self-education *(Verkhovna Rada of Ukraine, 2011)*.

In other words, the essence of the activity-based approach is to direct the educational process towards mastering various types of activities by pupils, in the course of which they acquire knowledge, form skills and apply this knowledge in further education, professional activities and everyday life.

The activity-based approach to the formation of pupils' knowledge about nanotechnology determines the inclusion of pupils in various types of educational activities. The effectiveness of various types of educational activities depends on the special conditions specific to each of its types. For educational activities aimed at developing pupils' knowledge about nanotechnology, these are:

- motivation of educational activity: the content of educational material should be new and interesting; teaching methods should encourage intense mental activity; visual and emotional presentation of educational material, the atmosphere in the classroom, which encourages pupils to learn;
- logical presentation of educational material: taking into account the abilities and inclinations, the level of formation of basic knowledge, skills and abilities; intellectual development of pupils;
- performing exercises for generalization and systematization of educational material, as well as performing exercises for applying knowledge in practice;
- orientation of the learning process to the level of "knowledge-belief";
- formation of pupils' value attitude to the educational material.

The application of the activity-based approach determines the use of various forms of organization of educational activities of pupils. Among the forms of organization of educational activities of pupils in the process of teaching physics for the formation of pupils' knowledge about nanotechnology, priority is given to:

- active and interactive lessons;
- scientific-practical seminars and conferences;
- real and virtual tours;
- scientific and technical exhibitions.

The activity-based approach focuses the organization of the process of formation of pupils' knowledge about nanotechnology on providing an active, personally significant, conscious educational activity of the pupil, the content of which is not so much in the acquisition of certain knowledge, but in the formation of skills to apply this knowledge in practice. This determines the choice of appropriate methods of teaching pupilselements of nanotechnology – the project method, interactive methods, methods of problem-finding and research.

The activity-based approach is an alternative to passive learning by pupils and allows them to achieve educational goals that embody the needs of society and the state.

3. Personality-oriented approach

The personality-oriented approach is presented in the research of H. O. Ball, I. D. Bekh, Ye. V. Bondarevska, H. P. Vasianovich, E. F. Zieier, O. M. Piekhota, O. Ya. Savchenko, V. V. Sierikov, A. V. Khutorskyi, I. S. Yakymanska. The analysis of scientific-methodological literature has shown that there are certain differences in the definition of the essence of the personality-oriented approach by scientists. We have identified the characteristic features of this approach, which are fundamental for the formation of pupils' knowledge about nanotechnology:

- creation of optimum conditions for development and formation of a personality;
- taking into account the individual needs, abilities, aptitudes, value orientations and capabilities of apupil;
- creating opportunities for building an individual educational trajectory of apupil;
- the training material should take into account pupils' subjective experience;
- knowledge formation should be aimed not only at expanding its scope, but also at structuring, integrating, generalizing and applying it in practice;
- orientation on self-development and self-education of apupil;
- interaction between teachers and pupils is based on the principles of cooperation, mutual respect and mutual understanding.

Taking into account the personal-oriented approach in teaching pupils the elements of nanotechnology defines the educational material as an incentive for value-semantic searches of the individual, priority methods of teaching are problem-search, research, and the result is activity, cognitive preferences, and the pupil's personal position.

4. System approach

Important for the formation of pupils' knowledge about nanotechnology is a system approach, to which the scientific works of scientists are dedicated: V. Gh. Afanasjjev, I. V. Blaubergh, O. Leontiev, A. Petrovskyi, S. Rubinstein, V. N. Sadovsjkyj, Ju. O. Shabanov, E. Gh. Judin etc. The system approach is used in conjunction with the personality-oriented and activity-oriented approaches, which, according to O. Leontiev *(2005)*, A. Petrovskyi *(1981)*, S. Rubinstein *(1989)*, implies turning to the inner world of the individual and the maximum development of his individual characteristics.

The system approach makes it possible to divide complex phenomena of reality into parts or elements, to determine how to organize individual parts (elements) of the system into a single whole, to replace the order of the system elements and their interaction. It implements in practice the principle of holistic consideration of phenomena in relation to each other *(Shabanova, 2014: 29)*. In accordance with this approach, we consider the method of forming pupils' knowledge about nanotechnologies as an integral system, the components of which are the purpose, content, forms, methods, tools and results of training.

We believe that developing pupils' knowledge about nanotechnology in learning physics should be based on the following principles of system approach:

- general purpose (functioning, development and improvement of the system must subdue to a pre-determined goal);
- integrity (the system is considered as a whole, which has its own specific functions and patterns);
- organization (the system is considered as a set of elements between which connections and dependencies are established);
- functionality (to achieve a common goal, the system performs certain functions);
- dynamism (individual elements of the system, and the system as a whole, are subject to development and improvement);
- uncertainties (random events, unknown external influences, etc.).

Using system approach for developing in pupils knowledge about nanotechnology in the process of teaching physics will help to develop a holistic methodological system of formation of pupils' knowledge about nanotechnology; to allocate system-forming factor of the methodological system, that is the purpose and result; to construct a system of interrelated elements; to reveal the main conditions of existence of this system.

Conclusions

The need for propaedeutics of nanotechnology at the school level is currently one of the conditions for the development of the nanotechnology industry in economically and technologically developed countries. However, despite the fact that this problem is in the centre of attention of scientists, there are no studies in the theory and methodology of teaching physics concerning the methodological basis for the formation of pupils' knowledge about nanotechnology in the process of teaching physics. Among the existing methodological approaches and taking into account the criteria, we have identified competence-based, personality-oriented, activity-based and system approaches. Each of these approaches plays an important role in the formation of pupils'knowledge about nanotechnology. It is obvious that their combination in the interconnected system will ensure: the formation of knowledge about nanoobjects, nanomaterials and their properties, and technology of getting nanostructures and nanomaterials, the modern means of thestudy of nanoscale objects, achievements and prospects of application of nanotechnology; skills to apply the knowledge of nanotechnology in everyday life, further training and professional activities; formation of a value attitude to scientific-technical achievements in the field of nanoscience and nanotechnology, understanding the significance of physics in the development of nanotechnology.

We see prospects for further study of the stated problem in the development and justification of an integral methodological system for the formation of pupils' knowledge about nanotechnology in the process of teaching physics.

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THE ANALYSIS OF THE BASIC LAND MANAGER'S VOCABULARY NESTING MORPHEMES

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Summary

The relevance of the article is in introduction of the results of experimental linguistic studies concerning professional land manager's basic vocabulary morphemes nesting on practice. The purpose of the article is to describe the experiment of involving the statistic word-building nests analysis into communicative practice while studying professionally oriented English to improve soft foreign language communicative skills of future land managers. The conclusion of the study is that land manager's special vocabulary is characterized by some morphemes nesting to be selected by students themselves for the shortening of the term list for further dialogues within the positive linguistic studies experiment. The basic morphemes (without morpheme *land-*) include such representatives as *adjust-, aer-, altitude-, area-, boni-, cadastr-, cartograph-, cost-, determination-, direction-, earth/Earth-, field-, fix-, geo-, grid-, lease-, level-, locat-, longitude-, map-, measure-, mone-, position-, photo-, relief-, soil-, survey-, terrain-, topograph-, work*. The most spread types of land manager's vocabulary concerning basic morphemes are attribute-noun two components word combinations, noun-noun two components word combination and attribute-noun three-four component word combinations. Besides, the most spread basic morphemes within land manager's vocabulary are *map-, geo-, soil-, measure-* and *direction-*. The prospects of the research is the additional detailed characteristics of the morpheme *land-* as the most important for land manager's professional vocabulary morpheme for communicative purposes.

Keywords: linguistic experiment, word combination, land use specialist's terms, special features, basic word roots

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Introduction

Nowadays it is actual approach to regard nesting as one among other words creation ways for word combinations concluding either in general *(Azarova, 2005)* or concerning concrete morphemes being dealt with professional vocabulary *(Yakushko, 2018)*. The area of adequate investigation may be exampled by vocabulary of land managers as the universal specialists dealing with actual modern activity concerning land law, land use, geodesy, land cadastre, land administration, engineering, economy, chemistry, agriculture, geography automation etc. for the adequate land-use planning surveying works taking into account ecological network state *(Yakushko, 2019)*.

The purpose of the article is to describe the experiment of involving the statistic word-building nests analysis into communicative practice while studying professionally oriented English to improve soft foreign language communicative skills of future land managers. Linguistic studies concerning land manager's vocabulary morphemes were introduced on practice while English lessons for the bachelor's degree program students at the Faculty of Land Management being belonged to the National University of Life and Environmental Sciences of Ukraine in Kyiv. The experiment lasted during the second semester of 2019/2020 curriculum period.

Comparing with the specialized vocabulary in the sphere of automation the list of the land manager's specialized terms show that land manager's abbreviations (EDM, DWP, GPS, GIS etc.) are not strictly related to common word or to associative relations with emotional or psychomotor memories etc. *(Yakushko, 2020)*. Thus, for the foreign language linguistic classes with future land managers we'd take into consideration only three items among the categories of professional vocabulary: 1) professional vocabulary being selected by common morpheme for adaptation to accept foreign terms by nesting method); 2) (professional vocabulary being selected by frequency of use in professional adapted texts); 3) (1 and 2 vocabulary within the shortened list of the most suitable for professional use term compounds *(Yakushko, 2020)*.

Basic land manager's vocabulary morphemes: structural features and relation to the part of speech in general description

Now we'd like to represent the students' linguistic analyses of the main land management texts *(Yakushko, 2019)* morphemes to conclude statistical table for visuality aiming to distinguish the most common in use for the further shortening of vocabulary for professional communicative purposes taking into account that morpheme *land*- is the most nesting one for separate analysis in additional table *(Yakushko, 2020)*.

The morphemes *adjust-, aer-, altitude-, area-, boni-, cadastr-, cartograph-, cost-, determination-, direction-, earth/Earth-, field-, fix-, geo-, grid-, lease-, level-, locat-, longitude-, map-, measure-, mone-, position-, photo-, relief-, soil-, survey-, terrain-, topograph-, work-* were represented by students in alphabetic order with the following descriptions:

Morpheme *adjust*- is in eight varieties: eight structures with *of (adjusting of altimeter, adjusting of theodolite, adjusting of tacheometer, adjusting of tellurometer, adjusting of tripod, adjusting of bussol, adjusting of drone, adjusting of aerocamera)*.

Morpheme *aer*- is in eight varieties: one separate noun in one word *(aerocamera)*, three attribute-noun two components word combinations (aerial scanner, aerial photography,aerial shooting), four attribute-noun three components word combinations *(aerial scanner sampling, aerial visual observation, unmanned aerial vehicles)*, one noun-noun word combination *(aerospace shooting)*.

Morpheme *altitude*- is in four varieties: one nesting item *altitude*, one noun-noun two components word combinations *(point altitude)*, two noun-noun three components word combinations *(point altitude mapping, relief section altitude)*.

Morpheme *area*- is in five varieties: one nesting item *area*, three attribute-noun two components word combinations *(flat area, populated area, mountainous area)*, one noun -noun two components word combination *(square area)*.

Morpheme *boni*- is in five varieties: two separate noun in one word *(boning, bonitet)*, two noun-noun two components word combinations *(soils boning, land bonitet)*, one noun-noun three components word combinations *(land bonitet inventory)*.

Morpheme *cadastre*- is in seven varieties: one separate noun in one word *(cadastre),* one separate attribute in one word *(cadastral),* five attribute- noun two components word combinations *(cadastral survey, cadastral map, cadastral inventory, cadastral cost, cadastral photoplan)*.

Morpheme *cartograph*- is in four varieties: one separate noun in one word *(cartography),* one separate attribute in one word *(cartographic),* two attribute- noun two components word combinations *(cartographic projection, cartographic grid)*.

Morpheme *cost-*is in four varieties: three noun-noun two components word combination *(loan cost, mortgage cost, evaluation cost),* one attribute-noun three components word combination *(rental rate cost).*

Morpheme *determination-* is in seven varieties: one nesting item *determination,* one noun-noun two components word combination *(azimuth determination*), two attribute-noun three components word combination *(vertical angle determination, horizontal angle determination),* three noun-noun three-four components word combinations *(objects location determination, world sides determination, base line side determination).*

Morpheme *direction-*is in thirteen varieties: one nesting item *direction-*, one separate attribute in one word *(directional)* four noun-noun three components word combinations *(side direction definition, longitude direction indicator, altitude direction indicator, latitude direction indicator),* seven attribute-noun two components word combintions *(directional boring, directional angle, eastern direction, western direction, northern direction, southern direction, correct direction).*

Morpheme *earth/Earth-* is in four varieties: one nesting item *earth/Earth*, three noun-noun two components word combinations *(Earth surface, Earth Rotation, earth pattern*), three multistructural word combination with *of* (three fundamental properties of the Earth, flat representations of the earth, problem, remote zoning of the Earth). Its specific feature is usage of two parallel variants (*earth)* and (*Earth*) for nesting in equal frequency.

Morpheme *field-* is in five varieties: one nesting item *field*, two noun-noun two components word combination (*plants field, field maps),* one noun-noun three components word combination *(drone field experiments)*, one multistructural word combination with *of (field of land manager's activity).*

Morpheme *fix-* is in eight varieties: eight structures with *of* (*fixing of altimeter, fixing of theodolite, fixing of tacheometer, fixing of tellurometer, fixing of tripod, fixing of bussol, fixing of drone, fixing of aerocamera).*

Morpheme *geo- is* in thirty varieties: five separate one component nouns *(geography, geoid, geodesy, geoinformatics, geo-informatics*), two separate one component attributes *(geodetic, geographical)*, eighteen attribute-noun two components word combinations *(geographical grid, geographical coordinates, geodetic calculations, geodetic serif, geodetic network, geodetic mark, geodetic sign, geodetic coordinates, geodetic reference, geodetic works, geospatial information, geospatial data, geodetic survey, geodetic instruments, geospatial toolbox, geodetic measurements, geodetic grid*; *geodetic device*), five attribute-noun three components word combinations *(geodetic executive shooting, geodetic control network, multifunctional geodetic device, geodetic objects inventory, geographic information system).*

Morpheme *grid-* is in four varieties: one nesting item *grid-,* two noun-noun two components word combinations *(grid bearing, grid azimuth)* and one attribute noun two components word combination *(geodetic grid).*

Morpheme *lease-* is in five varieties: one nest one component noun *(lease),* one nest one component attribute *(leased),* one noun-noun two components word combination *(lease agreement),* two attribute-noun two components word combinations *(leased market, leased land).*

Morpheme *level-* is in three varieties*:* one nest one component noun (*level)*, two separate nouns in one word (*leveling, leveler).*

Morpheme *locate-* is in eleven varieties: two nest one component nouns *(location, locality),* one separate attribute *(located),* five attribute-noun two components word combination *(located point, located pillar, urban locality, rural locality, separated locality),* three noun-noun two components word combinations *(settlements location, bearings location, objects location).*

Morpheme *longitude-* is in three varieties: one nest one component noun (*longitude),* two noun-noun two components word combinations *(point longitude, longitude mapping).*

Morpheme *map-* is in thirty eight varieties: one nest one component nouns *(map),* one separate noun in one word *(mapping*), twelve attribute-noun two components word combinations *(mapping layout, cadastral maps, rolled maps, wall maps, pocket size maps, digital maps, field maps, cadastral map, folded maps, topographic maps, surveying maps, geographic maps)*, nine noun-noun two components word combinations *(road maps, rainfall map, terrain map, map scale, map legend, rivers maps, atlas maps, map legend, primary mapping),* ten noun-noun three components word combinations *(soil erosion map, weather changes map, fertilization degree map*, *soil erosion maps, vegetation indices maps, fire location maps, solid lines maps, dotted lines maps, special purpose maps, ground works map, points series map, excavation works map),* five attribute-noun three components word combinations *(attributional data map, raw material maps, topographic shooting map three-dimensional representation maps, useful map properties, anthropogenic loading maps)*.

Morpheme *measure-* is in twenty varieties: sixteen noun-noun two components word combinations *(angles measuring, superelevations measuring, hills measuring, trench measuring, slopes measuring, width measuring, measuring instruments, height measuring, theodolite measuring, depth measuring, distance measuring, land measuring, measurement error, measurement accuracy, autopilot measuring, measurements processing),* four attribute-noun word combinationi *(homogeneous points measurements, calibrated tube measurements, electronic distance measurement).*

Morpheme *mone-* is in three varieties: one separate noun *(moneylenders),* one two components noun-noun word combination *(money value),* one multistructural word combination with *of (monetary evaluation of land parcels).*

Morpheme *position* is in six varieties: one nesting item *position,* three noun-noun two components word combinations (*positioning layout, positioning drawing, objects positioning),* one attribute-noun *three components word combination (global positioning system*), one noun-noun three components word combination *(points position establishment*).

Morpheme *photo-* is in five varieties: three noun-noun three components word combinations *(terrain photo map, landscape photo map, digital photogramettic stations*), two attribute-noun two components word combinations *(relief map, digital photo).*

Morpheme *relief-* is in three varieties: one nest one component noun *(relief)*, one noun-noun two components word combination *(relief shooting),* one attribute-noun three components word combination *(digital relief model).*

Morpheme *survey-* is in seven varieties: one nest noun *(survey),* one separate noun in one word *(surveyor),* two separate attributes in one word *(surveying, surveyed),* three attribute-noun two components *(surveying data, surveyed points, terrestrial surveying).*

Morpheme *soil-* is in twenty three varieties: one nest one component noun (*soil),* one separate one word noun *(topsoil*), three adjective-noun two components word combinations *(black soil, fertile soil, degradated soil, soggy soil, sandy soil),* fourteen two components noun-noun word combination(*soils boning, silt soil, sod soil, saline soil, rock soil, clay soil, soil samples, topsoil loss, soils temperature, soil conservation, soil protection, soil stabilization, soil types, soils fertilization, soil erosion)* and one adjective-noun three components combination *(soil rational use).*

Morpheme *terrain-* is in three varieties*:*one nest one component noun *(terrain)*, one noun-noun two components word combination *(terrain shooting),* one attribute-noun three components word combination *(digital terrain model).*

Morpheme *topograph-* is in four varieties*:* one separate noun in one word *(topography),* one separate attribute in one word *(topographic),* two attribute- noun two components word combinations *(topographic map, topographic shooting).*

Morpheme *work-* is in three varieties as three attribute-noun two components word combinations *(working design, hydraulic works, geodetic work).*

Basic land manager's vocabulary nesting morphemes analysis result in an adequate table

Abovenamed descriptions gave the basis to conclude adequate table 1 for visuality of the resulted calculations, meaning *A* as total number of varieties, *B* as nesting items, *C* as separate noun in one word, *D* as separate attribute in one word, *E* as multistructural word combinations with *of*, *F* as noun-noun two components word combination, *G* as attribute- noun two components word combinations, *H* as attribute- noun three-four component word combinations, *I* as noun- noun three-four component word combinations.

Table 1

Basic land manager's vocabulary nesting morphemes analysis result

			The number (quantity of…)							
N	**Morpheme**	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**
1	2	3	4	5	6	7	8	9	10	11
1	*adjust-*	**8**	0	0	0	8	0	0	0	0
2	*aer-*	**8**	0	1	0	0	1	3	3	0
3	*altitude-*	**4**	1	0	0	0	1	0	2	0
4	*area-*	**5**	1	0	0	0	1	3	0	0
5	*boni-*	**5**	0	2	0	0	2	0	0	1
6	*cadastr-*	**7**	0	1	1	0	0	5	0	0
7	*cartograph-*	**4**	0	1	1	0	0	2	0	0
8	*cost-*	**4**	0	0	0	0	3	0	1	0
9	*determination-*	**7**	1	0	0	0	1	0	2	3
10	*direction-*	**13**	1	0	1	0	0	7		4
11	*earth/Earth-*	**7**	1	0	0	3	3			
12	*field-*	**5**	1	0	0	1	2	0	0	1
13	*fix-*	**8**	0	0	0	8	0	0	0	0
14	*geo-*	**30**	0	5	2	0	0	18	5	0
15	*grid-*	**4**	1	0	0	0	2	1	0	0
16	*lease-*	**5**	1	1	0	0	1	2	0	0
17	*level-*	**3**	1	2	0	0	0	0	0	0
18	*locat-*	**11**	0	2	1	0	3	5	0	0
19	*longitude-*	**3**	1	0	0	0	2	0	0	0
20	*map-*	**38**	1	1	0	0	9	12	5	10
21	*measure-*	**20**	0	0	0	0	16	0	4	0
22	*mone-*	**3**	0	1	0	1	1	0	0	0
23	*position-*	**6**	1	0	0	0	3	0	1	1
24	*photo-*	**5**	0	0	0	0	0	0	2	3
25	*relief-*	**3**	1	0	0	0	1	0	1	0

Table 1 (Continued)

1	2	3	4	5	6	7	8	9	10	11
26	*soil -*	**22**	1	1	0	0	14	5	1	0
27	*survey-*	**7**	1	1	2	0	0	3	0	0
28	*terrain-*	**3**	1	0	0	0	1	0	1	0
29	*topograph-*	**4**	0	1	1	0	0	2	0	0
30	*work-*	**3**	0	0	0	0	0	3	0	0
	Total amount	**261**	**16**	**20**	**9**	**21**	**64**	**71**	**38**	**22**

Thus, from the two hundred sixty one varieties there are sixteen nesting items, twenty separate nouns in one word, nine separate attributes in one word, twenty one multistructural word combinations with *of*, sixty four noun-noun two components word combinations, seventy one attribute-noun two components word combinations, thirty eight attribute- noun three-four component word combinations and twenty two noun- noun three-four component word combinations.

The clichés of land manager's dialogue with the shortened list of morphemes.

The most spread of the analyzed morphemes may pay attention to the shortening of the wide list of land manager's morphemes basing upon *map-, geo-, soil-, measure-* and *direction-* as the most frequent in English professional texts.

They may be involved into the further students' dialogues basing upon the following dialogue clichés in table 2:

Table 2

The clichés of land manager's dialogue with the shortened list of morphemes

N	The first student 's replica cliché	The second student 's replica cliché
1	*– Hello, future land manager. Nice to meet you.*	*– Hi, nice to meet you too. Can I help you?*
2	*– Yes, you can. Let us discuss the most common word combinations for land manager's conversation.*	*–What are they?*
3	*– From our previous analysis they are based on the such morphemes as map-, geo-, soil-, measure – and direction-.*	*– Let us conclude real land manager's life story(tale) concerning these morphemes.*
4	*– I agree. Once upon a time….*	*– What were the adequate basic land manager's vocabulary morphemes?*
5	*– They were…*	*– What concepts or processes do these word combinations mean?*
6	*– Well, such word combination with morpheme map- as…. mean…, such word combination with morpheme geo- as…. mean… and such word combination with morpheme soil-,mean…. Besides, such word combination with morpheme measure – as… mean… and such word combination with morpheme direction- as… mean…*	*– Thank for your answers. Let's continue linguistic studies on our next English classes.*
7	*– Not at all. See you later. Bye.*	*– Bye.*

The students were satisfied with the linguistic studies. We consider the experiment of involving the statistic word-building nests analysis into communicative practice while studying professionally oriented English to be positive.

Conclusions

The conclusion of the study is that land manager's special vocabulary is characterized by some morphemes nesting to be selected by students themselves for the shortening of the term list for further dialogues within the positive linguistic studies experiment. The basic morphemes (without morpheme *land-*) include such representatives as *adjust-, aer-, altitude-, area-, boni-, cadastr-, cartograph-, cost-, determination-, direction-, earth/Earth-, field-, fix-, geo-, grid-, lease-, level-, locat-, longitude-, map-, measure-, mone-, position-, photo-, relief-, soil-, survey-, terrain-, topograph-, work-*. The most spread types of land manager's vocabulary concerning basic morphemes are attribute-noun two components word combinations, noun-noun two components word combination and attribute- noun three-four component word combinations. Besides, the most spread basic morphemes within land manager's vocabulary are *map-, geo-, soil-, measure-* and *direction-*. The prospects of the research is the additional detailed characteristics of the morpheme *land-* as the most important for land manager's professional vocabulary morpheme for communicative purposes.

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THE EFFECTIVENESS OF THE PEDAGOGICAL SYSTEM OF PREPARATION OF FUTURE TEACHERS-PHILOLOGISTS FOR RESEARCH ACTIVITY

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Summary

The article shows that the preparation of future philology teachers for research activity on the idea of a systematic activity approach to the development of personality is realized through a rational combination of effective educational technologies and natural human activity for self-realization. The developed pedagogical system provides the usage of a complex of pedagogical influences on formation of readiness of future philology teachers for realization of research activity and is carried out step by step, according to level of mastering by students of system of theoretical knowledge, practical skills and experience of research search and accordingly organized extracurricular and experimental research work in a higher educational institution.

In the course of research and experimental work we have fully confirmed the formulated hypothesis that the effectiveness of the formation of readiness for research work of future philology teachers in higher educational institutions can be achieved if this process is based on the development and implementation of a system that provides organizational and methodological provision of the gradual development of all components of readiness, the organization of scientific collaboration of students and teachers in order to self-improve the personality of the future philology teacher in professionally oriented research activities.

The results of experimental work confirmed the effectiveness of the developed system of readiness formation for research work of future philology teachers, which was introduced in the experimental group.

Keywords: readiness, criterion, component, indicator,

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Introduction

The development of modern civilization is characterized by innovative processes in all spheres of public life. The natural increase of requirements to the level and quality of education encourages the search for new ways to improve the educational process in school in order to help every young person to find themselves, choose their own way of life, self-realization. Teacher's education and professional competence includes the ability to navigate freely in the flow of scientific information, to understand new pedagogical technologies, to analyze alternative and variable curricula, to use progressive pedagogical experience. One of the important tasks of preparation of a philology teacher in school is the formation of his research skills as a necessary condition for the growth of his professional level, orientation in research and practical experience. In pedagogical theory, the problem of involving students in research work is studied from different points of view. Representatives of the professional and active approach (B. Gershunsky, Y. Lavrikov, S. Smirnova, L. Heister) interpret it as a model of future independent activity of a teacher.

The idea of the need to prepare students for research, creative and exploratory work is found in the works of S. Shatsky, V. Sukhomlinsky, V. Zagvyazinsky, V. Slastyonin and others. Conceptual principles of professional training of future teachers for creative activity are revealed in research of I. Zyazyun, M. Nikandrov, N. Nychkalo, M. Kukhareva. The need to prepare a philology teacher to conduct research with school students in future professional activities is confirmed by the requirements of the State educational standard of higher professional education. Among the general characteristics of the specialist's education are the skills of modern methods of searching, processing and using information, the ability to interpret and adapt it in their professional activities.

At the same time, despite the significant number of publications on this problem, the accumulated experience of pedagogical institutions, the established practice of the system of teacher training is not focused on the development of research potential of future philology teachers. Analysis of the state of preparation of future philology teachers to carry out research work with school students shows that higher education institutions do not sufficiently use their capabilities to form a future teacher as a leader of advanced scientific thought and organizer of scientific work in school.

1. The structure of the pedagogical system

One of the important areas of improving the work of higher pedagogical school in modern conditions is the urgent need to create such a pedagogical system that provides conditions for self-development of the individual, the maximum use of its potential. For the future philology teacher special purpose is acquired by purposefulness, sharpened feeling of new, desire for self-improvement and creative search, use of modern forms, methods, the latest scientific data and technologies of training. Therefore, the formation of future teachers of philology research skills is a necessary condition for them to achieve the appropriate professional level, orientation in a diverse range of innovative pedagogical technologies and research.

In our opinion, systematic, activity, personality-activity and personality-oriented approaches can become the methodological basis for creating a model of preparation of philology teacher for research work.

To identify the main elements of the educational process, we will make a structural analysis of the learning process as a pedagogical system.

Solving the problem of preparing future philology teachers for research will be successful in providing the following pedagogical conditions:

1) awareness of future philology teachers of the need to master research skills as a mandatory component of their professional training *(Ananyev, 1980)*;

2) integration of the content of preparation for research work with the content of the disciplines of the psychological and pedagogical cycle and pedagogical practice *(Khomych, 1988)*;

3) gradual inclusion of future philology teachers in research activities through various forms of classroom and extracurricular research work *(Sherban, 1988)*;

4) effective pedagogical guidance of research work of future philology teachers at different stages of training *(Kraevskij, 1983)*.

The implementation of certain conditions is carried out through the main components of the model of the process of preparation of future philology teachers for the implementation of research work, which are the target; stimulating and motivational; semantic; operational and active; control and regulatory; evaluative and effective.

The target component is one of the main components of training a future philology teacher. Any pedagogical process begins with the goal, regardless of its complexity and duration. The target component has the following functions:

– it ensures teachers' awareness of the purpose of vocational training and its delivery to the subjects of training;

– it forms in them a positive attitude to professional activity in general and to a specific specialty, in particular;

– it forms in them a visual image of their educational and cognitive activities;

– it provides formation and development of semantic motives and motivation of educational-cognitive and professional activity.

Let us consider the stimulating and motivational component of the model of preparing students for research work.

The leading motives of pedagogical and research activity are personal motives, which are substantiated in the research of N. Kuzmina, V. Andreev, Z. Isaeva, L. Kondrashova, O. Yaroshenko.

Personal motives are interests in action. Interest is important in the implementation of any activity, including research. If a teacher is not interested in conducting some kind of research activity, then neither the demands of society nor the demands of the administration will be able to force him to engage in research activities.

The formation of the motivational basis of the readiness of future philology teachers for research work, in addition, is significantly influenced by the positive attitude of students to the teacher, his personal and professional qualities, and thus to the discipline, to his research *(Yaroshenko, 1997)*.

The semantic component of the model of preparation of students of pedagogical college for research work contains everything that makes up the concept of "content of education", and which means a set of professional knowledge, skills and abilities that are part of the professional profile of a teacher of philology; system of general and practical skills, which is the basis of research activities; experience of creative activity and attitude to it.

The content of the operational component is the organization of practical educational and cognitive activities of students to master the educational material, the process of mastering the system of research skills necessary for their own research activities and the system of pedagogical skills that ensure teacher readiness to guide students' research, self-analysis and reflection

The control and regulatory component of the model of preparation of future philology teachers for research work is aimed at clarifying the effectiveness of the entire model, studying the effectiveness of each of its components, timely making optimal adjustments. A significant role should be played by students' self-control in the form of self-checking the depth of mastering the relevant theoretical knowledge, correctness and speed of tasks, evaluation of their own actions, optimal solutions. Control and self-control provide feedback in the learning process – the teacher and student receive information about the effectiveness of the process and the results of research work of students. They can be considered as a diagnosis of the degree of readiness for the next educational, educational and research activities in the planned process of preparing students for various types of research work *(Kondrashova, 1987)*.

2. The analysis of the results of experimental work

In the course of the formal stage of the experiment, 65 students were involved in the sample, who study at the educational qualification level of the Bachelor at the National University "Kyiv-Mohyla Academy". Since more senior students are engaged in research work, we involved 3–4 year students in the experiment.

Starting the analysis of the effectiveness of a particular system, we must first emphasize that when analyzing the current state of readiness for research activities of future philology teachers, we had to find out the attitude of students to research. Taking all this into account, we propose to analyze the effectiveness of a certain system of formation of readiness for research work of future philology teachers in this direction.

Based on this, we formulated the criteria of readiness for research as follows: the first criterion – motivational, the second – cognitive, the third – technological.

According to traditional approaches to creating a criterion base, we have identified five levels of formation of certain indicators for each of the criteria: high, sufficient, medium, critical and low.

During the formative stage of research and experimental work, we tracked the dynamics of statistical data that reflect the progress of future philology teachers to a high level of readiness for research. The applied methods allowed to reflect on the development of readiness for research work in future philology teachers and to express this dynamic in the adaptation of students to the given criteria of formation of each of the levels of readiness of research work: motivational, cognitive, technological.

This dynamics allows us to identify the results of the impact of the developed system on the effectiveness of the formation of readiness for research work in future philology teachers. At this stage of the study, the final control of the effectiveness of the implementation of the system of step-by-step measures of system implementation and comparison of the obtained results with the observational stage of the experiment was carried out.

We turn to the analysis of the obtained empirical data on the motivational criterion: attitude to research as a personal value, the need for creative self-expression, interest in active participation in research, independence in choosing research tasks and forms of work; desire to participate in research competitions, speak at scientific conferences, seminars, persistence in overcoming difficulties in solving research problems

It can be noted that the level of development of the motivational criterion in the experimental group has significantly increased. The results of the study indicate that the level of attitudes to research as a personal value, the need for creative self-expression, the desire to learn, master more significantly exceeds that of the control group (respectively, high and sufficient experimental group –18.5% and 32,4%, the control group – 14.9% and 18.6%).

However, such motivational orientations of scientific activity as activity in self-development, desire to learn, master more than the curricula offer, the need for creative self-expression have approximately the same indicators. Thus, in the motivational sphere of the student of the experimental group the current motives of research activity are more pronounced, there is an active position in relation to the professional orientation of research activity.

Investigating the level of readiness for research work in future philology teachers by cognitive criteria on indicators: understanding the role and importance of solving research problems in the professional activities of teachers; knowledge of the types of research tasks solved by teachers in their professional activities and the requirements for the results of their solution; knowledge of the requirements proposed for research projects, programs; knowledge of methods for solving research problems and the conditions of their application, we obtained the following results. Analysis of the formation of the cognitive criterion of readiness for research work of future teachers of philology revealed that students of the experimental group to a greater extent than students of the control group, are aware of the role of research in the educational process in higher education.

They have a fairly high level (sufficient) expressed knowledge of the types of research tasks and requirements for the results of their solution (control group – 12.3%; experimental group – 19.8%). The study showed that at the end of the experimental work in the experimental group there is an increase in the overall level of cognitive criterion of the research culture in relation to the control group (respectively high and sufficient experimental group – 12.5% and 21.4%; control group – 8% and 13,6%).

Analyzing the results by technological criteria, we note a positive trend in students of experimental groups. We see that the highest rate of formation in the experimental group have such skills as working with literary sources (compiling a bibliography, reviewing, annotating literature) – a high 23%, sufficient – 34%. Quite weakly similar skills are expressed in students of the control group (high – 14.1%, sufficient – 19.2%). The average indicators of formation in both control and experimental groups have the ability to set and solve research problems, select and apply adequate research methods (control group – 46.0% experimental group – 38.6%), activity in presenting the results of their own and research work (control group – 39.6%, experimental group – 61.0%), as well as the ability and skills to carry out reflective activities, although in the experimental group these indicators are higher (control group – 37.4%, experimental group – 47.8%). This fact indicates that these questions cause students difficulties in further study. However, the technological component of the research culture after purposeful training is quite clear.

Conclusions

Thus, according to the results of the formative stage of the experiment in the experimental group there were significant positive changes in the level characteristics of the formation of readiness for research work of future philology teachers. At the ascertaining stage of the experiment, a high level of readiness was not recorded in both groups. According to the results of the final cut in the experimental group, 16.2% of future specialists have already reached a high level, and in the control group the percentage of students of this level was 9.6%, which is much less than in the experimental group. There is a positive dynamics of increasing the number of students in the experimental group, which are close to a high and sufficient level of readiness. The general conclusion of the analysis of data on the assessment of the formation of the readiness of research work of future philology teachers is the fact that the experimental groups clearly see the advantages, which consist of a greater personal orientation of training; understanding the role and importance of solving research problems; knowledge of the requirements proposed for research projects, programs; knowledge of methods for solving research problems and conditions of their application; activity in self-development, the desire to learn more than the curriculum offers; in a creative attitude to their profession, which in general contributes to the high dynamic growth of all components of readiness for research work of future philology teachers.

The study does not cover all aspects of the problem. The issues of providing conditions for the implementation of a cross-cutting line of scientific training of future philology teachers by means of all types of educational and cognitive work during all years of study are awaiting further study.

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SOCIAL SCIENCES

THE REPATRIATION OF *DPS* THROUGH THE ACTIVITIES OF INTERNATIONAL ORGANIZATIONS (1946–1951)

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Summary
This article considers and characterizes the activities of international institutions during the process of the repatriation of displaced persons (hereinafter – *DPs*) after World War II. The intransigence and uncompromising views of the former Allies, including organizations such as the United Nations, the United Nations Relief and Rehabilitation Administration, and the International Refugee Organization, who had taken on a coordinating role in the repatriation issue and whose policies were clearly in place, are indicated in the table of contents. Also, the peculiarities of their activities and their scale and significance are highlighted, with an emphasis placed on the main contradictory points encountered in their work. These consisted of different views and approaches to the repatriation issue on the one hand by Western countries, and on the other, by the USSR. These, and their achievements and failures, show the position of, in particular, each of the "Big Three" states, and the influence they had on making a decision in the framework of international cooperation. It should be noted that the above-mentioned international organizations managed to organize and ensure the return of tens of thousands of *DPs* to their homeland, provide an opportunity for those who did not seek asylum in other European countries, and did everything possible to create a full postwar life for these citizens.
Keywords: World War II, refugees, USSR, Western countries, confrontation, UN.

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1. Introduction

The problem posed by *DPs* and refugees is quite an important one in today's world. In particular, this applies to some Middle Eastern countries (Iran, Syria, Israel), which are local centers of conflict. This study is relevant as through the isolation and detailed analysis of activities, including the analysis of the activities of the international organizations that worked on the repatriation process after World War II, as well as the examination of historical experience, there is a possibility to find a legitimate solution to such problems in the XXI century. The novelty of this article is in the analysis of different approaches to repatriation and the characterization of the activities of postwar international institutions on this issue. The purpose and objectives of the study are to characterize and analyze the decisions made on determining the mechanism used for the repatriation of citizens from *DPs* camps; to highlight and explain the main contradictions from the Allies on this issue; and to research the role of international institutions in the affairs of *DPs* and refugees. This article is written using the methodological principles of historicism, objectivism, synthesis as well as the use of scientific material. Historical-chronological and historical-comparative methods were also used, which allows for a full representation of the information.

2. The UN's activities in the organization of repatriation: the main stages and contradictions

After the end of the World War II, a large number of foreign citizens stayed in Germany for a long time, having either voluntarily left their place of residence or having been forcibly deported. It should be noted that during 1945–1946 a significant part of these *DPs* managed to return to their homeland within the framework of the Yalta agreements and negotiations in Halle (Germany), while their fellow countrymen remained in *DPs* camps in the American, British and French occupied zones waiting for their fate to be decided. That is why the Allies were faced with the task of developing a single international mechanism for the repatriation of displaced citizens under the control of international institutions, including the United Nations *(Arzamaskin, 2015: 10)*.

An important task, and at the same time a serious problem, facing the UN was the need to define the concepts of "refugees" and "displaced persons," as the fate of thousands of people who remained outside of their country of origin largely depended on finding the correct solution to this political problem. This issue was to be discussed at the first session of the UN General Assembly, which took place in February 1946. According to the views expressed by the Soviet delegation at a meeting of the committee on social, humanitarian and cultural affairs, refugees should be recognized as those who were forced to leave Germany or Germany's allied countries due to persecution for various reasons, whilst *DPs* included all citizens that were forcibly deported from the occupied countries *(UN official website, 1946)*.

It is worth noting that in accordance with the Statute of the International Organization for Refugees, a resolution was adopted at the UN General Meeting in May 1946, which clearly delineated the status of *DPs*, refugees and war criminals. Following the meeting, the resolution was considered by the newly formed Economic and Social Committee, which finally agreed that no refugees or *DPs* would be forcibly repatriated and that they would be able to emigrate to the West. This condition became the basis for the adoption of the Resolution on Refugees and Displaced Persons (June 1946) *(UN official website, 1946)*. The document stated the need to establish the Special Committee on Refugees and Displaced Persons, which was finally formed on February 16, 1946. The committee, which reported directly to the UN General Assembly, was responsible for preparing an administrative budget that would be divided equally among its members. The committee was composed of representatives of delegations from countries such as the United States, Great Britain, France, Canada, the USSR, China, Poland, the Netherlands, Brazil and Lebanon *(UN official website, 1946)*.

However, during the meeting and the long debate between the Allied delegations, certain contradictions immediately arose in the interpretation of the repatriation process itself: whilst the Soviet Union emphasized the need for the full repatriation of all Soviet citizens, Western countries had a slightly different position. In particular, the US delegates, referring to the decisions of the Yalta agreements, noted that compulsory repatriation should primarily be subject to persons who were considered citizens of the USSR as of September 1, 1939, and had been taken prisoner in German uniforms or had fought on the side of the Red Army until June 22, 1941 *(UN official website, 1946)*.

In contrast, the draft resolution on repatriation prepared by the Soviet delegation was based on the following basic statements and requirements: UN members are obliged to assist, in every possible way, in the return of refugees as soon as possible; those refugees who do not wish to return to their former place of residence should receive assistance in settling into a new domicile only with the consent of the government of the country of which they are nationals; refugee camps are not to allow any propaganda against the UN or its individual members, nor against repatriation; to primarily include in the staff of refugee camps representatives of those states whose citizens are refugees; to assist interested countries in carrying out joint repatriation activities; and not to consider as refugees those who are deemed traitors and war criminals, these being persons who have tarnished themselves by cooperating with the occupiers; traitors and war criminals should not enjoy UN patronage and should be convicted of crimes against their own countries *(UN official website, 1946)*.

Thus, already during the UN General Assembly's first session, two different approaches to addressing the issue of refugees and *DPs* had been clearly identified. Whilst the Soviet Union argued that the repatriation process was incomplete and insisted on the return of all citizens without exception, the representatives of the United States and Great Britain worked based on ending the repatriation process. According to the Western powers, only those citizens remaining in the West, who didn't consider it possible to return home for either political or other reasons should, in their view, automatically move from the category of "displaced persons" to the category of "refugees" *(UN official website, 1946)*. As a result of the debate and vote on February 12, 1946, the position proposed by the representatives of Western countries was officially recorded. The resolution read, inter alia, as follows: "…[those] against return to their countries of origin may not be forcibly returned" *(UN official website, 1946)*.

Debates on the issues discussed at the first session of the UN General Assembly continued at the meetings held by the Committee on Refugees and Displaced Persons. Their first meeting took place in London on April 8, 1946. Again, the main issue on the agenda was the discussion of the concepts of "refugees" and "displaced persons" *(UN official website, 1946)*. The Soviet delegation continued with their controversial argument for the complete repatriation of all Soviet citizens, based on the views formed before leaving for London. Obviously, the intent behind this approach was to legally obtain the return of citizens from Lithuania, Latvia, Estonia, Belarus and the western regions of Ukraine who had been displaced. Simultaneously, the delegations from both the United Kingdom and the United States continued to argue that all *DPs* had already returned to their home countries and that the rest should be classified as refugees *(UN official website, 1946)*. According to the Western delegates, the main task concerning refugees should be to secure their full accommodation, and political and legal protection.

It should be noted that the Soviet side still sought to implement the decisions it had made at the first session of the UN General Assembly. Already at the committee's first meeting, which began on November 6, 1946, the demands of the Soviet delegation were expressed by the Permanent Representative of the USSR to the UN, Andriy Vyshinsky. He sharply criticized the draft statute of the committee, in particular the provision of mandatory assistance to come from other countries to the International Organization for the Resettlement of Refugees. Dissatisfaction was also heightened by the desire expressed by some states to provide assistance to all refugees, among whom were many traitors and war criminals *(Arzamaskin, 2015: 33–34)*. On the recognition of the right of *DPs* to choose their place of permanent residence, A. Vyshinsky insisted that international organizations, namely the Committee on Refugees and Displaced Persons, should not provide any assistance and support to those deemed war criminals and traitors. Furthermore, he demanded that people who tarnished themselves by cooperating with the occupiers should not be considered refugees and should not enjoy UN protection *(Arzamaskin, 2015: 34)*.

A. Vyshinsky's speech provoked considerable discussion. The head of the American delegation, Eleanor Roosevelt, defending her official Western position, said: "None of us will object to the return of those who have been active against their countries nor to having them punished. However, there are other people who fought against the enemy and do not want to return to their homeland because they disagree with the government in power" *(Arzamaskin, 2015: 35)*. Regarding other demands made by the Soviet delegation, E. Roosevelt stated that the proposals from the USSR's delegation violated freedom of speech, and restricted human rights and freedoms. She also called on all delegations to withdraw their proposals and join the American position. As before, almost all the demands made by the Soviet delegation, with the exception of the requirement not to extend the assistance of the international organization to traitors and war criminals, were rejected. This gave grounds for the Soviet side, in accordance with the decisions taken by the UN General Assembly on February 12 and December 15, 1946, to later accuse Western countries of disrupting the repatriation process *(Arzamaskin, 2015: 35–36)*.

The position of the Soviet delegation on refugees and *DPs*, once again detailed in the speech of the USSR's Permanent Representative to the UN Andriy Gromyko at the final plenary session of the General Assembly in December 1946, failed again to significantly affect the decisions of Western delegations *(Arzamaskin, 2015: 48)*. The uncompromising stances taken on this issue by the former Allies, first of all by the USSR, then by the USA and then by Great Britain, did not allow for the achievement of any real results in its resolution.

3. The UNRRA's politics as a specialized organization on repatriation

It is obvious that in the international arena it was not only the UN that dealt with the issue of repatriation. During World War II in particular, Western countries decided to create a more relevant organization, known as the United Nations Relief and Rehabilitation Administration (UNRRA). The UNRRA was an international organization created by the states of the anti-Hitler coalition on November 9, 1943 in Washington to help war-torn countries. It also had a fairly wide range of other functions that worked toward arranging a well-developed postwar life for the citizens of these countries. It is worth noting that although this organization included 44 countries, the American delegation was dominant. Its main purpose was to "plan, coordinate and implement measures to assist victims of war in any territory under UN control through the supply of food, fuel, clothing, shelter and other essentials, medical and other necessary services." The UNNRA had its own staff of civil servants (about 12,000 individuals) and funding from member countries of approximately $3.7 billion, of which the United States contributed $2.7 billion, Great Britain contributed $625 million and Canada contributed $139 million *(Reinisch, 2011)*.

Throughout its existence, the UNNRA worked closely with dozens of charitable organizations, often sending staff to help carry out specific tasks. In just four years, the organization distributed about $4 billion, as well as goods, food, medicine and other equipment; this organization played a major role in the repatriation of *DPs* between 1945–1946 *(Reinisch, 2011)*. Subsequently, the bigger part of its functions were transferred to several newly established UN agencies, including the International Organization for Refugees and Displaced Persons (1946) and the World Health Organization (1948). The UNNRA operated mainly in *DPs* camps in Germany, namely in those parts of it that were occupied by the Western Allies, and it contributed in every way to the repatriation of the population that had been forcibly deported during the war *(Reinisch, 2008)*.

The UNNRA was headquartered in Washington, D.C., and its main unit was the European Regional Office, which had an extensive system of offices based in London. In addition to being under the direct control of the UN, it was subordinate to the Supreme Headquarters of the Allied Expeditionary Forces (SHAEF) and was led by three Americans during its four years of activity. Its first general director was Herbert Lehmann (January 1, 1944 to March 31, 1946), a former governor of New York *(Reinisch, 2011)*. He was succeeded by his successor, Fiorello La Guardia (April 1 – December 31, 1946), a former mayor of New York whose relatives had been prisoners in German concentration camps. The third director was Major General Lowell Ward Rooks (from January 1, 1947 to September 30, 1947), who served until the last days of the UNNRA *(Reinisch, 2011)*.

According to the official position of the UNNRA, the category of *DPs* in need of repatriation included civilians who, depending on the circumstances of the war, found themselves outside of their home country and were willing to either return to its borders or find a new homeland, but in no case could do one or the other without help. Thus, the following categories of *DPs* were recognized: citizens of the USSR as of September 1, 1939; former civilian prisoners; citizens of the United States and Great Britain; persons of unknown citizenship; persons whose nationality has not been clarified due to territorial changes; persons politically or religiously persecuted; citizens of neutral states *(Reinisch, 2017)*.

Appropriate repatriation cases and records of *DPs* in the camps were set up at the headquarters of the SHAEF. In the American occupation zone, the department for *DPs* at SHAEF was headed by General Stanley Mickelson, and in the British zone, the government's plenipotentiary for the matter was Marshal Sholto Douglas, commander-in-chief of the occupying forces *(Reinisch, 2017)*. By 1947, the UNRRA operated nearly 800 *DPs* camps that were home to about 7 million people. Forty-four participating countries had contributed to the organization's funding and staffing, in particular the Americans with significant US government assistance *(Reinisch, 2011)*. The largest recipients of financial assistance from the UNRRA up until 1947 were: China – \$518 million dollars; Poland – \$478 million; Italy – \$418 million; Yugoslavia – \$416 million; Greece – \$347 million; Czechoslovakia – \$261 million; and Austria – \$136 million. Some academic assessments indicate that the UNRRA was imperfect in its operations and inefficient due to poor internal planning, sometimes acute shortages of supplies of basic necessities, and sometimes incompetent staff *(Reinisch, 2011)*. However, it must be emphasized that in the postwar period this organization was able to provide for all the necessary *DPs* and refugees and in fact, its actions prepared the ground for the further repatriation of citizens.

4. The final stage of repatriation: the activities of the IRO as a successor to the UNNRA

Beginning in 1946, Western countries, realizing that the UNNRA had an extremely wide range of activities, began to consider creating a more specialized organization to ensure the continuation of repatriation. This led to the creation, during the New York session of the UN General Assembly, of the International Organization for Refugees and Displaced Persons which was then abbreviated to the International Refugee Organization (IRO). It is worth noting that during the first year the IRO worked in parallel with the UNNRA, thus gradually taking over some of its functions. The IRO's constitution was adopted on December 15, 1946 by the UN General Assembly and served as a basis for all key decisions as well as defining the scope of the organization.

Due to differences between the West and the USSR, which was not a member of the organization for political reasons, the IRO operated only in areas controlled by the Western occupation forces. The supreme governing body of the IRO was the General Council. In the period between its meetings, the direct management was carried out by representatives of the Executive Committee. In many European countries, there were both temporary IRO missions as well as an extensive network of committees dealing with specific issues *(Hitchcock, 2009: 222)*. Running in parallel, there was a special Advisory Committee under the auspices of the IRO, which consisted of various auxiliary voluntary organizations. Compared to the UNRRA, the IRO had significant advantages in its activities: it addressed a wider range of issues related to repatriation, it had significant material resources, a large administrative staff and more than 50 special periodicals *(Hitchcock, 2009: 225)*.

The IRO was primarily concerned with a large number of people who, for various reasons, found themselves outside their countries of origin or last place of residence. The IRO provided them with guardianship and assistance for: repatriation to their homeland, emigration and resettlement of families and individuals, and mass resettlement. It is obvious that the main direction of the activity was toward repatriation. It should be noted that by the UN General Assembly's decision in early 1949 the IRO was liquidated because it fulfilled its direct task of completing its repatriation mission, but on December 3, 1949 a new resolution was adopted to extend the IRO until January 1, 1951 *(Constitution of the IRO, 1946)*. The same resolution provided for the creation of a new structural unit within the UN on January 1, 1951 – the High Commission for Refugees, which had identical functions and is still in operation today *(Constitution of the IRO, 1946)*.

Local IRO headquarters in the western areas of Germany relied on the relevant district offices in their work on *DPs*. Structurally, these headquarters consisted of a directorate, an administrative and political department that received and registered *DPs* from the camps and filtered them, a statistics department in charge of these individuals, an emigration department, a food and supply department, a labor department, and a transport department. Furthermore, each department had their own corresponding smaller subdivisions *(Constitution of the IRO, 1946)*.

The activities of this organization legally ended on December 31, 1951. On January 4, 1952, at a press conference in Munich, the last head of the IRO, Thomas Johnson, stated: "The IRO has not completely solved the repatriation problem. The main reason for the liquidation of the IRO is the lack of material resources, because long before this date, all the money available to it has already been spent" *(Hitchcock, 2009: 222)*. Following the termination of the IRO's powers by a joint decision taken by the Western Allies, the issue of the political "custody" of those *DPs* remaining in West Germany and Austria was delegated to the UN High Commissioner for Displaced Persons, Gotthard van Goyven, who was appointed to this post by a corresponding decision.

Note that during the entire period of the IRO's existence, from July 1, 1947 to December 31, 1951, a total of 712,511 people were repatriated from the Western occupation zones. These included 63.2% from the American occupation zones, 31.5% from the English and 5.3% from the French. Among the *DPs* there were about 200 thousand Soviet citizens who for one reason or another did not want to return to the USSR *(Epstein, 1973: 125)*.

5. Conclusions

The issue regarding the repatriation of *DPs* arose at the end of World War II. It was then that the Allied governments clearly set themselves the task, from a legal point of view, of organizing and ensuring the integrity of the repatriation process at an international level. However, due to numerous contradictions in domestic laws, each of the Allies developed their own views regarding both *DPs* and repatriation in general: the Soviet government insisted on a coercive approach to its implementation, while Western countries advocated a more humane policy based on either the desire or unwillingness of the person to be returned.

Through the course of the joint Allied agreements, in the way of international conferences and meetings, as well as decisions made by the UN General Assembly, a single mechanism for the repatriation of citizens was initially developed. However, their own uncompromising and to some extent intransigent views did not allow the governments of the USA, the USSR and the UK to complete the mission, and instead only deepened their differences. Given the tense relations between the former allies, all power and responsibility for the repatriation of *DPs* and refugees was transferred to international organizations under the auspices of the UN. These were The UNNRA and its successor, the IRO, who would be able to complete the job with significant resources and authority. It should be noted that during their work, these international institutions managed to ensure the return of tens of thousands of citizens to their homeland, provide an opportunity for those who did not seek asylum in other countries, and help people to gradually return to a full life.

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THE PHENOMENON OF VIRTUAL COMMUNICATION UNDER THE CONDITIONS OF THE BECOMING AN INFORMATION SOCIETY

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Summary

The article deals the virtual communication as one of the backbone elements of an information society. The large-scale spread of computer networks significantly transformed components such as communication processes, space, time and conceptual content. The formation an information society as a condition of multi-vector communication or polylogue, is constantly in the field of interaction and transitive provides the ability to design your own social identity. Particular attention is paid to the interactive aspects Virtual communication and transformation of communication patterns due to the lack of hard imperatives of social networking that contributes to the high variability of the personal self. Within the virtual space, produced a global computer network, develops specific language, a system of signs, symbols, symbols which set as their assimilation communicants ensures the effectiveness of the communication process. Virtual communication has become one of the factors of socio-cultural transformations of modern society, so an important tool for conceptual understanding of changes in the world is the analysis of the specifics of this aspect of social relations.

Keywords: modern society, information technologies, infocommunication interaction, virtual space, personality.

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1. Introduction

The relevance of the chosen topic resulted from the fact that currently in the world community there's the formation of a new type of social system – information, which is based on the exchange of information through technologies that create a specific socio-cultural reality. The formation of the information society has led to a change in the mechanisms of communication interaction already formed in society. Virtual communication has become one of the factors of modern society socio-cultural transformations, so an important tool for conceptualization of changes in the world is the analysis of the specifics of this social relations aspect, understanding of information and communication interactions as social reality part.

The aim of this article is to analyze the features of virtual communication in the conditions of the information society formation.

The level of scientific development of the problem. This topic has been partially considered by scientists who have studied the problems of the information society, an integral element of which is communication between users of computer networks. The researches of Bela D., Castels M., Lem S., I. Masuda, O. Tofler, Abdeev R., Alekseeva I., Voiskunsky A., Belinskaya A., Zhichkina A., Ivanova D., and others should be allocated.

Problems of communication, including virtual, were analyzed by J. Habermas, I. Wallerstein, N. Wiener, J. Baudrillard, N. Luhmann, M. McLuhan, V. Inozemtsev, L. Ionin, O. Rakitov, and others.

However, the global introduction of information technology in almost all aspects of society life and the intensive integration of virtual communication into the existing system of public relations indicates the need for further scientific analysis of the phenomenon of virtual communication in the socio-philosophical aspect.

2. Information society and infocommunication interaction

The formation as a stage in the development of human civilization is a complex, multi-vector and controversial process. Since the middle of the twentieth century, Western sociologists and social philosophers have been discussing the entry of the most advanced countries into a qualitatively different stage of social development, characterized by them as a post-industrial or information society. The main criterion that distinguishes it is the crucial role of information and information technology in all aspects of human life. Theoretical concepts of social scientists, who analyze the formation of a new stage in the development of world civilization – "information stage, have identified the main conceptual vectors of its development" *(Tourain A., 1984: 114)*. However, it should be noted that even in those countries where informatization has reached a fairly high level, the reality of the information world that exists at the moment, is radically different from those futurological predictions that were built at the beginning of its theoretical understanding. They took the form of the rapid development of mass media, especially television, the creation and mass distribution of personal computers, the construction of global information networks, the development of virtual reality technologies and other technological innovations. Taken together, these achievements have radically changed the life of society, bringing information activities, to the fore, i.e. activities related to the production, consumption, transmission and retention of information.

The formation of the information society modified the formed "ideas of society about time, space, distance and knowledge" *(Wallerstein I., 1993: 16)*. This distinguishes the current leap of social development from previous technological revolutions based on the transformation and use of the properties of matter and energy. The changes brought to the modern world by the information revolution are integrated into the unique meaning of knowledge *(Eco U., 2007)*. One of the critical factors of socio-cultural transformations in modern society is information and information technologies that change society at every structural level.

Society as a multifaceted system immanently implements various mechanisms and ways to optimize social interaction *(Hassan I., 1987: 47)*. The development of society comes inter alia at the expense of the acceleration of info-communication exchange based on modern information technology as a means of social relations and information, which has become one of the leading resources of modern society. Characterizing the current stage of society development as information, as its system-forming feature, information stands out not only as a resource but also as a result of social interaction *(Taylor W., 2005: 34)*. Therefore, one of the key elements of the information society is the subject of information interactions, which has the technology of social transformation. Information acts as a basic substrate of the individual life, carried out in a certain organizational order, given the nature of communication links and relationships of subjects that arise in the process of info-communication exchange.

Communication has always been one of the most important elements of the social interaction system, ensuring the continuation between generations, retransmission of cultural values, norms and rules, etc. during the development of civilization. It is a socially determined process realizes one of its fundamental social needs – the need for information exchange: "The communicative world is based on the fact that the messages in it are sent, perceived and understood. The variety of differentiated coordinated actions, which are in demand in today's complex social organization, depends on the extent to which it guarantees mutual understanding" *(Nazarchuk A., 2000: 163)*.

Social processes organically contain a communication component, so social information serves as the basis for the effective functioning of social systems: "The social space of life is well-ordered and organized through a system of interactions, social cohesion and institutions. M. Weber's social action, related to the behaviour of others, takes into account the fact of interaction, which is the first prerequisite for any communicative act" *(Malkovskaya I., 2007: 77)*.

Communication includes the information circulation within local and global social formations, interpersonal communication, ways of disseminating and receiving information: "The emergence of the philosophical theory of communication has become one of the most significant events in the philosophical life of the twentieth century. During the first, and especially the second half of the century, there was an intensive clarification of the meaning of those processes, functions and tasks associated with the information society formation and the development of communication technologies" *(Nazarchuk A., 2000: 157)*.

Communicative space finds another subjective reality for the individual: "The media – newspapers, magazines, movies and television, are often associated with entertainment and therefore are seen as something secondary in the lives of most people. Such a view is completely wrong. Mass communication affects many aspects of our lives. Even "relaxing" media, such as newspapers and television, have a huge impact on our worldview. This is not so much due to the specific impact on our positions, as because they become a means of access to knowledge on which public life depends" *(Giddens A., 2009: 414)*.

With the information interaction expansion the dynamics of social processes increase: "Today in the "information society" or "knowledge society" the knowable subject is so captivated by messages coming from everywhere that it almost lost any cognitive autonomy and chances for critical reflection. The three factors of the "information society" are the total power of the media ("fourth power"), the existence of science exclusively in the form of a social institution, collective forms of knowledge production ("death of the author")" *(Kasavin I., 2011: 48)*. There is an excess of available information, which causes "information stress" *(Bodrov V., 2000)*.

3. Virtual communication space

In today's world, a significant role in communication processes is given to virtual space, which is determined by increased interactivity, which makes it unique as a way of communication: "Information and communication activity of people is massively transferred to online interaction through informatization" *(Korytnikova N., 2007: 2)*. Virtual communication is an integral part of the socio-cultural space of modern society, inscribed in real social processes: "Media reality has found through electronic means of communication and screen culture density and the brightness comparable to true reality" *(Nazarchuk A., 2000: 164)*.

Virtual communication is not a separate but a parallel type of social communication, while real communication is increasingly virtualized: "Today's communication is increasingly losing its individuality and character, emotion and style, resembling a set of standard phrases and words-symbols. The conversation becomes more and more "lump" and multiple, "hypertext". This can be especially observed in the example of "disembodied" remote forms of communication – telecommunications. Thus, communication in forums, chats and other ways of telecommunications are reduced to one-syllable and often short sentences, separate disparate remarks-statements, which repeat the already known opinions of the communication participants" *(Korol A., 2011: 173)*.

A significant share of information interactions is carried out using the global information environment, and this process is growing rapidly. Along with traditional forms of communication, society uses new forms for self-reproduction of society as a system: "Communication between people is something more essential, and interactive dialogues (widespread in electronic media and the Internet) are only a "preface" to a true communicative process. Communication is aimed at mutual understanding. Dialogue acts as a link between intersubjectivity in human society, even in a virtual environment. Hence the second component of the "information society", namely, "communicative". Communicative is born of interaction; through it "social" and "human" complement each other" *(Malkovskaya I., 2007: 76)*.

In modern society conditions, social communication is increasingly moving into the virtual world of the global information network, which through its operation "creates a technical basis for attracting a huge audience in communication processes, which determines its global nature" *(Voiskunsky A., 2001: 68)*. The virtual space reflects the processes of strengthening the virtualization of social communication, which provides the possibility of simultaneous contact or polylogue on a global scale.

M. Castells enshrines the importance of symbolic communication in the image of real virtuality. According to Castells, modern media with the use of multimedia and interactive technologies create a communicative system in which "reality, the material and symbolic existence of people, is completely immersed in virtual images, in a fictional world in which images are no longer a means of experience, but experience, which can enhance its impact on social reality" *(Castells M., 2000: 320)*. He points to the inherent one-way communication on television and radio as a key problem of mass media: "there is no real process of communication as the interaction of the transmitting and receiving parties in the messages interpretation" *(Castells M., 2000: 321)*. Considering the culture of real virtuality, he refers to the ideas of postmodernism and structuralism, which in this aspect are reduced to the position that cultures are created from communication processes, and all forms of communication are based on the production and consumption of signs and meanings. Analyzing the essence of the communication system that produces real virtuality, he defines it as follows: "It is a system in which reality itself, i.e. the material-symbolic existence of people, is fully captured, immersed in virtual images, and a fictional world in which external reflections are not simply on the screen experience is transmitted through, but become experience themselves" *(Castells M., 2000: 351–352)*.

From the point of view of Jürgen Habermas, the state and form of social communication are considered as the most important indicator of the society technological development level and its socio-cultural features: "Extraverbal means – enter into the intersubjectivity of the relationship" *(Habermas J., 2000: 128)*.

According to Jean Baudrillard, the basis of all forms of communication is the consumption of signs. So real communication is based solely on the operation of ideal objects. One of the most important characteristics of the media is their "non-transitivity" *(Baudrillard J., 1994: 186)*. This disrupts the communicative process: "A person becomes a passive consumer, thus establishing a generalized order of consumption, in which you can not give, return or exchange, but only allowed to take and use" *(Baudrillard J., 1994: 187)*. Baudrillard, in turn, believes that in terms of society of postmodern communication has ceased to be a conversation, because it has become a process of exchanging signs, a process of playing with signs. And the production of knowledge or information has turned into the production of simulacra – signs without meaning, i.e. virtual production.

One of the factors influencing the socialization of the individual in modern society is the establishment of communicative links between the global computer network users: "Different groups in the struggle for the right to greater freedom of self-determination interact with similar groups in the world electronic network" *(Bard A., Zoderkvist J., 2004: 108)*. In the virtual space there is forming of qualitatively new communication given its conceptual parameters: "The loss of the content of communication with the onset of the phase of its pattern, homogeneity and hypertext indicates hyperactivity of communication: increased frequency of telecommunications use, blogging diaries, hypertext information" *(Hammet F., 1993: 173)*. Hyperactivity of communication, i.e. attempts to fill the deficit of communication dialogicity, is associated with the growing priority of information-communicative and regulatory function of communication over the affective-communicative function associated with the emotional sphere of human *(Young K., 1998: 241)*.

4. The concept and features of virtual communication

Virtual communication is much less ritualized than social communication. Virtual space allows individuals to construct their own image, and its presentation takes place in the process of communication, and this image has a high dynamics: "Network communication, through anonymity, invisibility, security, allows you to create a network identity, achieving virtual impression management" *(Malkovskaya I., 2007: 84)*.

One of the virtual communication characteristic features is the mismatch between the real person and his virtual image that he is trying to create. Cyberspace interaction contributes to the virtual personality constructing, which distances itself from the real social status to some extent. In this aspect, virtual space serves as a tool for the transformation of individual personal characteristics: "Technological progress leads to the imposition of a new mobile identity … In the Web, human identity will be manifested only in the current context in order to undergo … changes. The individual, a whole person, walks away, chained to his monotony, like a heavy backpack, in his place comes an individual, a multifaceted person" *(Bard A., Zoderkvist J., 2004: 127)*. Communication in virtual reality is attractive by impersonality, the ability to construct and transform a virtual personality, as well as anonymity, which avoids responsibility for violating the role expectations due to the status of the individual. Cyberspace communication gives freedom of identification, thereby constructing a virtual personality with virtual status: "Very often there is deception or multiplication of identity – when the network identity of the user does not correspond to his real identity" *(Turkle Sh., 1996: 172)*.

The virtual space produced by the global computer network is the basis of multi-vector communication and polylogue for both individuals and different social groups due to the expansion of interpersonal contacts by removing geographical and temporal barriers. Studies of virtual communication allow to state "the presence of specific features of a language, social hierarchy, indicators of social status and social norms" *(Suler J., 1998: 277)*. In the modern era, contacts between people are becoming more virtually mediated.

The following can be distinguished as characteristic features of virtual communication:

– polyidentity of subjects involved in communicative processes;
– increasing the communication discursiveness *(Kaledin D., 2000: 3)*;
– invariance of ways of receiving and producing information;
– expanding opportunities for socialization and professionalization.

Virtual space levels the boundaries of real and virtual, thus creating conditions for the construction of multi-vector self-presentation and self-realization, including in communicative processes. An integral element of virtual communication is the role behaviour of participants in the communicative process. It forms a specific role behaviour, which can be described as polyidentical, as the virtual space fully allows for multiple social self-representations: "The effect of dialogue occurs only when my partner with whom I communicate, not only generates text but also conveys to me his communicative intention, using all possible means. Moreover, in addition to verbal, there are also non-verbal means of communication – gestures, the transmission of visual images and so on. It is important to keep in mind that it is not the language itself that brings people the truth or new information, it is not language or speech we use for communicating, but semantic intentions" *(Hammet F., 1993: 73)*.

5. Conclusions

Concluding the consideration of the selected topic, we can draw the following conclusions.

In the conditions of global changes inherent in the modern stage of civilization development – information stage, increasing the dynamics of social processes, and the search for the most effective forms of communication is becoming increasingly important. Інформаційне суспільство як тип соціального устрою передбачає формування як нового виду суспільних відносин, так і нового виду інформаційної взаємодії, що сприятимуть ефективній взаємодії суб'єктів у віртуальному інформаційному середовищі.

Analysis of the virtual communication peculiarities allows us to conclude that the information society formation has led to the emergence of virtual space, which is a special communicative environment, the operation of which has led to changes already formed in society communicative patterns. These changes are based primarily on anonymity, polyidentity of the virtual subject, the mediation of virtual communication by technical means, the absence of temporal and spatial barriers, etc., which allows independent modelling of the communicative space of both individuals and social groups.

Virtual communication is ambivalent. The positive consequences include the possibility of compensating for the lack of communication in social reality, the more noticeable negative consequences are additive behaviour, which leads to the minimization of real social communication necessary for effective social interaction within a particular social system.

Communication as a system-forming element of individual socialization in the cyberspace activates the interaction between a traditional culture (values, religion, knowledge inherited from previous generations) and a dynamic culture of virtual space. Communication as a system-forming element of socialization in the virtual space is associated with digital, remote and multimedia mode of communication. Depending on the nature and intensity of inclusion in the virtual space, this kind of communication can be extremely concise, but also visually and audio-saturated. In addition, virtual communication can be considered a virtually exclusive translator of certain code. On the one hand, infocommunication technologies retransmit mass culture, on the other hand, they are retransmit individualized culture, because the users can make its own content of communication.

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CULTURAL AND SOCIO-SYSTEMOLOGICAL MODEL OF PRINCIPLES OF SOCIOLOGY OF GENDER CULTURE OF UKRAINE AND UNDERSTANDING OF ITS SUBJECT: ACCORDING TO THE RESULTS OF THE DOCTORAL DISSERTATION

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Summary

The aim of the article is to build a cultural and socio-systemic model of the principles of sociology of gender culture of Ukraine and understanding its subject (gender culture of Ukraine) as a meaningful totality with specific value-standardizing axiospheres and regulators of dominance / submissiveness relations between different gender groups.

Based on the author's (cultural and socio-systemic) approach, the definition of gender culture as a structured subsystem of culture and axiosphere formation, which includes centering, verticalizing, ordinalizing and materializing levels with appropriate elements, was formulated. Gender culture is a subsystem of meaning-making, which occurs at the level of centering, the formation of axial forms of value consciousness, which form higher axiostasis of gender: gender center, gender mission, hierarchy of gender identities, gender worldview, gender orientation, gender hierarchy of values gender character, gender scripts and gender norms (goal setting patterns). At the level of gender centralizer, mission and identity, images of the gender absolute are formed, which becomes a starting point in the sacralization and desecration of certain gender groups (centralizer), life activity program (mission) and constellation of essential features (gender dispositions). At the level of gender worldview, orientation, hierarchy of values, gender-role hierarchy, a gender picture of the social world with its key actors, vectors of activity of these actors and their hierarchy (status-role niches) is formed. At the level of gender, gender scripts and goal-setting patterns, personalized carriers of gender types, scenarios of their behavior and models of their achievement are formed.

Keywords: gender culture, gender culture of Ukraine, cultural and socio-systemic model, gender centralizer, gender mission, gender identities, gender worldview, gender scripts, gender inculturation and socialization.

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1. Introduction

Ukrainian society has its own gender culture, built on special relations of micro-government and micro-dependence. The core of this gender culture is femininocentrism, which in religion is revealed as feminolatry and maternolatry, in philosophy as cardiocentrism and affectocentrism, in ideology as hidden matriarchal racism, in social morality as materialism and matriarchy (matriarchy). All these components are elements of both the cultural system in general and gender culture in particular. The study of gender culture is carried out in the sociology of gender and the sociology of gender culture as a subdivision of the sociology of gender. At the same time, both the study of the sociology of gender and the sociology of gender culture as middle-level theories requires an appropriate theoretical and methodological superstructure, which forms the knowledge of the highest level of generalization.

In the study of this knowledge of the highest level of generalization identified cultural and social systemology. Cultural and social systemology as a neofunctionalist metatheory of cultural and social systems has a developed conceptual and categorical apparatus that allows the study of gender theory and gender practices *(Sviatnenko, 2016: 76–81; 69–74)*.

Currently, the relevance of the topic in the scientific and theoretical sense arises in connection with the typological uncertainty of the sociology of gender culture of Ukraine as a sectoral sociological theory of the middle level, which allows to distinguish gender culture of Ukraine among gender cultures of other societies.

First of all, there are certain theoretical paradoxes that outline the contradictions of its basic features in cultural and social systemology, namely: 1) theoretical uncertainty of the center of gender culture of Ukraine and related missions and identities of key gender groups; 2) insufficient certainty of the gender worldview (its philosophical, ideological, moral and social components), orientations and value hierarchies; 3) the difficulty of building a model of status-role hierarchies of key gender and gender groups as subjects of research in the sociology of gender culture; 4) theoretical uncertainty of gender features, gender scripts (scenarios) and gender norms.

The aim of the article is to build a cultural and socio-systemic model of the principles of sociology of gender culture of Ukraine and understanding its subject (gender culture of Ukraine) as a meaningful totality with specific value-standardizing axiospheres and regulators of dominance / submissiveness relations between different gender groups and mechanisms through mechanisms of gender inculturation and socialization *(Sviatnenko, 2016: 112–116)*.

An analysis of recent research and publications in which the scientific problem was initiated associated with the works of Yu. Romanenko *(Romanenko, 2016: 140–220)*, which highlights the principles of cultural and social systemology as a neo-functionalist metatheory of cultural and social systems, and the author's articles published in professional journals of Ukraine *(Sviatnenko, 2016: 116–120)*.

2. Gender centralizer and gender missions

Building a theoretical model of the subject of the article is a deductive process of ascent from the general to the specific. Specific in this case is the subject of sociology of gender culture as a branch sociological theory of the middle level in the context of applying the conceptual apparatus of cultural and social systemology to understand gender culture as one of the spheres of cultural system in its relationship with the social system.

The cultural system in cultural and social systemology is considered as one of the registers of the tetracluster, the components of which, along with the cultural and social system, are also the psyche and the body. In this regard, it is necessary to clarify the relationship and interaction of gender culture as a subsystem of the cultural system not only with the social system, but also with the mind and body / corporeality.

There are four levels in the register of the cultural system, which are distinguished in cultural and social systemology according to the principle of recursion (through isomorphic representation). These are “culture in culture”, “society in culture”, “psyche in culture” and “body in culture”.

The elements of “culture in culture”, as the author deals with gender culture, are the gender center, gender mission (submission) and gender identity. According to the logic of cultural and social systemology, they do not represent any autonomous entities, but are extensions of the centralizer, mission, hierarchy of identities of Ukraine as a society.

The centralizer is a complex formation that contains a hierarchy of subordinate axiospheres, subordinate spheres of value consciousness: religion, philosophy, ideology, social morality, law. The centralizer as a structure can be formed with the participation of all these axiospheres, and with certain of their “gaps” (value backlashes) *(Svyatnenko, 2019: 35–44)*.

At the same time, as a structure that is centrifugal, and therefore time- and space-forming, the concentrator essentially coincides with the image of sacred primordial reality (religion), world-order (including social world and order of life) (philosophy), reduced axiology (key doctrines) institutions, social groups and their hierarchies (ideology), informal and formalized regulators of good behavior (morality and law).

The center of gender culture in Ukraine is the religious and mythological image of the great Amazon mother as a gender absolute. The image itself is syncretic, combining features of the Christian image of the Mother of God and the great mother (the warrior goddess), popular in pagan cultures. basic sexual groups – women and men.

Because the gender image of the great Amazon mother is a contradictory combination of feminine and masculine (gender-split) traits, it becomes dominant and primary-referential in the formation of men's missions and identities as submissive (subordinate) to women with pronounced femininity. Women in gender culture set and define men's missions, and men obey women in defining their (men's) missions. Thus, women are mission-forming and men are submissive to women *(Sviatnenko, 2016: 60–66; 76–81)*.

In the gender culture of Ukraine there is a discrepancy between the verbal-declarative and socio-practical levels. This means that the declared missions of men do not coincide with their actual missions. The declared missions of men are voiced as the main and leading, but in fact they are dependent and secondary to women, who set them their life programs and appointments.

3. Gender identities

Split splitters and missions are recursively reproduced in split (feminine-masculine) identities of women and split (masculine-feminine) identities of men.

In the study, such identities were defined as latent-transfigured. They are a variety of culturally and socially transfigured gender identities that differ from biologically transfigured identities in the preservation of primary sexual characteristics in men and women. Thus, men's gender identities are transfigured, split, quasi-feminine.

This means that gender identities instilled in men in the processes of gender inculturation and socialization do not coincide with their biological sex, because in gender culture they are attributed feminine traits. The range of such feminine traits includes: passivity, patience, silence, tolerance for inconvenience, obedience, receptivity (predominance of receptivity over active understanding), executive (propensity to perform, high level of performance discipline) *(Sviatnenko, 2019: 53–56; 60–61)*.

On the contrary, women's gender identities are transfigured, split, quasi-masculine. This means that gender identities instilled in women in the processes of inculturation and socialization do not coincide with their biological sex, because in gender culture they are attributed masculine traits. The range of such masculine traits includes: activity, intolerance, tendency to detailed verbal manifestations, intolerance of inconvenience, disobedience (pride, arrogance).

As a result, we get a society of gender-deficient women with a lack of femininity and socio-role overload and gender-deficient men with a lack of masculinity and socio-role mismatch.

4. Gender worldview

At the level of gender worldview, there is a recursion of split gender identities in the version of maternal-centrism / femininocentrism, which expresses at the same time the characteristics of traditional-maternal and emancipated-rationalist life in which rational / masculine in gender order is subordinated to feminine / emotional. The feminine is at the center of the gender (social) world, while the masculine forms its background (context). For gender culture in general, this means that in the world of gender relations, masculine men are tertiary actors compared to feminine men and women *(Svyatnenko, 2016: 112–116)*.

5. Gender orientation

Gender orientation is a recursion of the gender worldview. This means that the feminine determines the vectors of movement (cultural, social, mental and physical) for the masculine.

In gender practices, this means the dominance of undirected movement over directed (undirected over directed) through the subordination of the masculine / masculine to the feminine / feminine and the childish / infantile. In fact, this is manifested in the determination of a man's orientation through the matriarchal nuclear family (through the setting of the vectors of a man's movement by women and children), which is specified in the comprehensive service of women's and children's projects *(Sviatnenko, 2019: 53–56; 60–61)*.

6. Gender hierarchies of values

At the level of the hierarchy of values, non-directionality is recursively reproduced in the destruction of the hierarchy and its replacement by a hierarchy of values. This is reflected in the gender practices of the subordination of the masculine principle in its career-adaptive roles to family values, the content of which is close to everyday life and consumerism. Men's budgets of time, which according to the theory of cultural and social systemology determine value hierarchies, become completely subject to women's regulation.

The hierarchies of values of men and women also record the inequality of self-realization and leisure and career activities. The former prevail in the value choices of the female part of the sample, the second – in the male part. Thus, women prioritize the values of self-realization and leisure, while men prioritize careers and work *(Svyatnenko, 2019: 35–44)*.

Thus, the hierarchy of values reveals the matriarchal dominance of women, because the dominant cultural group in society is one that has larger time budgets for self-development and recreation. Men, as a gender group that has to pursue career growth and employment, is a group dependent on women. At the same time, the verbal-declarative level does not coincide with the social-factual one. The importance of career and work for men is proclaimed in society, however, in gender culture, they are less valuable compared to self-development and leisure *(Svyatnenko, 2019: 35–44)*.

7. Status-role hierarchies of gender groups

At the level of the status-role hierarchy of gender groups, the relations of open hierarchies are replaced by the relations of apparent equality while maintaining latent hierarchies. At the same time, there is a mismatch between declarative and actual gender relations. Declared gender relations are defined as relations of gender equality, while real (actual) gender relations are relations of subordination of men to women and children. In general, the status-role (status-group) hierarchy of relations between gender groups is as follows.

8. Gender character

At the level of gender, the status-role hierarchy is recursively reproduced in the form of psychopathic-megalomaniacal character in women as a gender group and passive-feminine psychopathy with elements of narcissistic deficiency and masochistic self-destructiveness in men as a gender group. Types of characters are reflected in the discourse of everyday consciousness (self-perception of women) as images of supervaluable (angolized) individuals, men – as ordinary or devalued.

The theoretical model of women's characters is described through the signs of power-loving (kratophilia), persistence, purposefulness, authoritarianism, pragmatism, behavioral rigidity, demanding, propensity to use volitional pressure.

The theoretical model of masculinity is described through signs of female-dependent self-esteem, sensitivity to reflections of women (both from the microsocial environment and from unfamiliar environment), childishness, propensity to instrumental behavior (gender servility) towards women, self-destructive victim behavioral traits towards women and children.

On the other hand, despite the polar characteristics, gender expectations of women and men are contradictory and incompatible with their biological sex. This contradiction stems, in particular, from the incompatibility of the requirements for male aggression, strength and power, on the one hand, and flexibility, softness, tolerance for deprivation, on the other. Matriarchal gender culture contains the same contradictory views on women: they must be restrained, disciplined, persistent and soft, gentle, sensual, and so on. Such discrepancies are recursively reproduced at the level of gender scripts of masculinity and femininity *(Sviatnenko, 2016: 60–66; Sviatnenko, 2017: 22–26; 35–40; Svyatnenko).*

9. Gender scripts

Gender scripts of women and men are defined in terms of subordination of different areas of activity of feminized-psychopathic, narcissistic-deficient and masochistic-self-destructive men to megalomaniacal-psychopathic women. Women are the leaders, while men are the leaders in all areas of their lives. They are more responsive to women's initiatives than active. This applies to all spheres of men's life: economic activity, choice of residence, upbringing of children, choice of profession and strategy of professional self-realization, etc *(Svyatnenko, 2019: 35–44)*.

10. Gender norms

Gender norms as standards for assessing achievement are defined in the framework of gender scripts. For example, the gender script "male friendship" is normatively assessed as latent biological homosexuality (if men are close friends, they are more likely to be gay).

Hence, the norm for men's relationships becomes homophobia, and for women heterophobia (men, according to the gender norms of gender culture of Ukraine should be afraid of other men, treat them with caution, etc., while women should show respect for each other friendly interest, mutual assistance, mutual support, etc.) *(Svyatnenko, 2019: 85–94)*.

In Ukraine's gender culture, dual gender norms / standards for assessing male and female behavior are typical: what is considered the norm in men's behavior is set by women. On the other hand, men have no influence on the establishment of gender norms in the female gender environment. Men, therefore, are not allowed to determine the norm and deviation for women. On the contrary, women can define the boundaries of what is allowed and what is not allowed for men *(Sviatnenko, 2017: 17–22; 35–40).*

Conclusions

Based on the author's (cultural and socio-systemic) approach, the definition of gender culture as a structured subsystem of culture and axiosphere formation, which includes centering, verticalizing, ordinalizing and materializing levels with appropriate elements, was formulated. Gender culture is a subsystem of meaning-making, which occurs at the level of centering, the formation of axial forms of value consciousness, which form higher axiostasis of gender: gender center, gender mission, hierarchy of gender identities, gender worldview, gender orientation, gender hierarchy of values gender character, gender scripts and gender norms (goal setting patterns). At the level of gender centralizer, mission and identity, images of the gender absolute are formed, which becomes a starting point in the sacralization and desecration of certain gender groups (centralizer), life activity program (mission) and constellation of essential features (gender dispositions). At the level of gender worldview, orientation, hierarchy of values, gender-role hierarchy, a gender picture of the social world with its key actors, vectors of activity of these actors and their hierarchy (status-role niches) is formed. At the level of gender, gender scripts and goal-setting patterns, personalized carriers of gender types, scenarios of their behavior and models of their achievement are formed.

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THE QUALITY OF LABOR RESOURCES OF AGRICULTURAL ENTERPRISES OF THE CRIMEA AND THE SOUTHERN REGIONS OF THE UKRAINIAN SSR IN 1945 − THE EARLY 1950s

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Summary

The political decisions of the leadership of Soviet Union and Ukrainian SSR, made after the Second World War, were aimed at ensuring a uniform social and economic development of the European part of the country, taking into account the state of the regional resource base. This approach was also used in making political decisions regarding the Crimea and Ukraine. Therefore, it is necessary to analyze the state of labor resources of the peninsula and surrounding regions of Ukrainian SSR in the initial period of implementation of social and economic development programs concerning them. The purpose of the study is to provide a comparative analysis of the labor resources of the Crimea and the surrounding regions of Ukrainian SSR and the principles and approaches to their use. Therefore, the main study subject is the able-bodied population of the Crimea and the regions of Ukrainian SSR adjacent to the peninsula and its use in the policy of the Soviet leadership. The consideration of the situation and approaches to the use of labor resources in the Crimea region indicates the low efficiency of their use and the lack of opportunities at the regional level to increase it. In the course of the study, it was found that the leadership of the USSR and the RSFSR was not interested in implementing a comprehensive program of improving the efficiency of the labor resources use in the Crimea region due to the lack of grounds for it at the national level.

Keywords: Crimea region, labor resource, collective farms of the Crimea, Kherson region of the UkrSSR, electrification of agriculture, debts of collective farms.

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1. Introduction

After the end of World War II in 1945, the socioeconomic rehabilitation policy was rolled out on the European USSR (Union of Soviet Socialist Republic or Soviet Union) territories affected by warfare, in particular, those of the Ukrainian SSR (Ukrainian Soviet Socialist Republic). Such Soviet power's policy became known as the "national economy rehabilitation policy" both officially and in scientific literature. In the period after the war ended, management of physical, labor, and financial resources was of command-and-control nature and had a vertically integrated structure. Such approach to socioeconomic policy management was premised on the Soviet leadership's political motivation to achieve, in a short period, superiority over Western countries whom they viewed as a potential enemy. In doing so, the USSR sought to achieve a high economic performance relying mainly on its own resource base, and therefore, the need for maximum centralized resource mobilization and distribution became more urgent. Under the appropriate conditions of socioeconomic development policy implementation, approaches to physical and labor resource management at a regional level became of special importance in carrying it out.

The problems of regional socioeconomic development in the Soviet period was not appropriately covered in scientific literature. The system of social and economic policy management in the USSR after the end of World War II was centralized and did not take into account regional peculiarities. In particular, the problem of labor resource condition in regions, as evidenced by information from working meetings, was often studied superficially with only quantitative data of labor pool considered. Difficulties and poorly predicted, under the command-and-control system conditions, consequences of such approach to labor resource recording and management often caused the need for making political decisions that had socioeconomic consequences in a long-term perspective. As seen from working documents covering the period after World War II, as it involved labor resources in implementation of socioeconomic development programs in the Ukrainian SSR, the Ukrainian government expressly relied on using regional approaches to studying and recording them and identifying prospects of their use.

The subject of research are the labor resources of agricultural enterprises in the mainland Ukrainian SSR in 1947 and Zaporizhzhya and Kherson Oblasts (administrative-territorial unit in the USSR). These regions are located near the Crimean Oblast (a part of the Russian Soviet Federation Socialist Republic until 1954), and the condition of agriculture and labor resources in that sector in Crimean Oblast immediately before its transfer to the Ukrainian SSR in 1954. It should be noted that the condition of agriculture and labor resources in Zaporizzhia and Kherson Oblasts in 1947 was similar to that in the Crimea in 1954. However, the set of measures to provide conditions for agricultural and labor resource development in the mainland Ukrainian oblasts implemented by the Ukrainian SSR government laid the groundwork for their efficient functioning.

2. Research of problem and historical sources

The problems of labor resource condition and uses in the southern Ukrainian SSR oblasts and the Crimea was in the focus of attention on the part of both Soviet and contemporary researchers. It should be noted, however, that specialized researches into that problem were only focused on the Crimea, in particular, specific sections in the work of V. Paschenia *(Pashchenya, 2008)*. That researcher's interest in such set of problems was due, obviously, to the fact that he dedicated all his scientific career to regional Crimean history specifically. In his works, however, V. Paschenia attempts to highlight a considerable and unique Crimean potential, also including the postwar period, and possibilities to unlock it autonomously. In particular, that author takes a favorable view of the works dedicated to postwar economic development of the Crimea that stress the feasibility of economic self-reliance for development *(Pashchenya, 2013)*. In most of them, the condition of and approaches to the use of labor resources in the Crimea and southern Ukrainian SSR regions were studied in the context of the Soviet government's policy to cover the entire Soviet Union and the Ukrainian SSR. Noted in particular should be M. Loboda's thesis paper "The Use of Labor Resources in the Ukraine's Heavy Industry Rehabilitation (1943-1950)" *(Loboda, 2007)*. The paper analyses the source of mobilizing the labor resources that were mobilized for heavy industry, and the main focus is made on workers who did not possess full rights, that category included prisoners of war, imprisoned persons, and returnees. The researcher's focus on such categories is due to wide possibilities to mobilize such labor resource unlike collective farm workers. Mild interest to regional development and regional policy on the part the Soviet government on the USSR and Ukrainian SSR level after the end of World War II gave rise to researcher interest to the problem of using the labor resources for the nationwide and republican policy in that sector.

Yu. Pyliavets's thesis research is dedicated to the problem of collective farm labor resources in the Ukrainian SSR, and the author analyses the ruling party's and Soviet government's policy of developing agricultural enterprises in the Ukrainian SSR in late Stalin's period in it *(Pilyavets, 1992)*. Works of foreign researchers were also dedicated to the problems of socioeconomic policy in the USSR after the end of World War II. However, inaccessibility of archive materials for the authors should be mentioned as their main weakness, and hence, the authors had to use information from open sources that did not fully reflect the state of affairs in the USSR, thus the foreign researchers could not use precise data.

The objective of the study is to analyze the labor resource condition in Ukrainian SSR oblasts agriculture as implementation of the programs aimed at its development and in Crimean Oblast was launched on the eve of including the latter in the Ukrainian SSR in 1954 and the approaches to its development and use by the Soviet government.

The study is based on documents of working correspondence between government authorities and agencies in the Ukrainian SSR and the ruling Communist Party (of Bolsheviks) of Ukraine in the postwar period. Actually, those documents covered all facets of the Soviet period's Ukrainian society which the ruling party attempted to cover by its control in the totalitarian state conditions. Documents containing managerial decisions of Soviet socio-economic policy contain detailed information on specific measures. These measures are obvious to us in the context of the policies of the ruling Communist Party. The policy of the ruling Communist Party was based on the needs of the development of the entire Soviet Union. A study of specific set of problems requires its abstracting from general problems which the government and ruling party authorities attempted to solve under the conditions of totalitarian control over socioeconomic processes. The totalitarian nature of government in the USSR resulted in the ideological conditionality of setting tasks. Therefore, regional approaches were not used in the development of the methodology for managing socio-economic processes. However, abstract tasks to minimize costs, streamline the use of resources, and use local resource base were assigned to regional administrative institutions. The research involves comparative study of numeric data in the working correspondence documents and reports given the specific conditions that prevailed in the period covered by the study. The researchers paid little attention to the state of labor resources in Crimea's agriculture after the Second World War. The comparison of the state of labor resources in the agriculture of Crimea and the adjacent regions of Ukraine was completely neglected.

3. Comparative analysis of labor resources of the Crimea and the southern regions of the Ukrainian SSR

In the agricultural in USSR after the end of World War II prevailed the system of collective farms. The means of production funds in agriculture were owned by the collective farms and the peasants were obliged to work at these enterprises. According to the statistics information for the Central Committee of the Communist Party (Bolsheviks) of Ukraine in 1947 in the collective farms of the Zaporozhye region there were 225.9 thousand able-bodied people. Only 58.6 thousand able-bodied workers of collective farms of Zaporizhzhya Oblast were male. It was the result of human casualties during World War II. Out of the total working population in Zaporizhzhya region, 58.6 thousand people were employed in collective farms and MTS [machine-tractor stations]. 36,2 thousand persons were recognized as fit for work in industry in the first quarter of 1947. In Kherson Oblast, there were 146.9 thousand persons of employable population, of which 39.7 thousand of male population, employed at collective farms and MTSs were 41.8 thousand persons, and 25.1 thousand persons were identified as usable in industry throughout Kherson Oblast. In 1947, there were 1,230 collective farms and 1,722 households in the Zaporizhzhia region, and 898 collective farms and 1,127 households in the Kherson region *(Spravka o nalichii, 1947: 138)*. Hence, it should be noted that, in contract to the state of affairs in Crimean Oblast as at 1951, the situation at collective farms in the adjacent Zaporizzhia and Kherson Oblasts was slightly better, as the numbers of employable population and workforce reserve were considerably larger, and there were some little more employable persons per one household. In addition, the specificity of postwar demographic situation, featuring evident percentage of male population out of total employable persons, should be considered. A tendency towards a more rapid agricultural was noticed in more industrially developed Zaporizzhia Oblast as compared with problem Kherson Oblast.

According to the Crimean Oblast Statistical Department, as at January 1, 1954, a total of 973,466 persons resided in the oblast, of those, 581,896 persons lived in cities, and 391,570 persons lived in villages. According to the same information letter, 219,329 persons of working age lived in villages *(Svedeniya o chislennosti, 1954: 50)*. Such data were derived by the Crimean Oblast Statistical Department analytically and they were approximate, in particular the data regarding the rural and urban population. Additionally, those data did not include the number of militaries and other groups of population in the Crimea (such groups are not specifically detailed in the report) *(Nachalnik Statupravleniya Krymskoy oblasti, 1954: 49)*. While such data are approximate and not recommended for use as official, they enable to assess the demographic condition in Crimean Oblast in the year of its transfer to the Ukrainian SSR. Hence, the number of rural population in the Crimea was some 40 percent, and the share of working age was approximately 25 percent. And the share of rural population was some 59.8 percent. Considering the undeveloped Crimean Oblast's industry, Crimean cities experienced a material demographic burden. To study the demographic situation in the collective farms of the Crimea, it is necessary to analyze the data of the collective farms of the southern regions and the steppe zone. In particular, the population in Alushta District totaled 18,095 persons, of those, urban population was 7,918 persons and rural population, 10,177 persons, and of those, employable population was 5,988 persons; and in Sudak District, 11,294, 2,534, 8,760, and 4,996 persons respectively. As per those districts, notable is the ratio between the overall population and the urban, rural, and employable rural population: in Alushta District, the share of urban population was some 43.7 percent, rural population, over 56 percent, and of those, employable population, approximately 33 percent. In Sudak District, the respective percentage was: 22.4 percent, some 77.6 percent, and approximately 44.2 percent. Hence, it should be noted with respect to those Crimean districts, that rural population prevailed over urban, regardless of the developed recreation sector in cities of those districts. In villages of those districts, collective farms specialized in cultivating grape, tobacco, meat and milk, and wool *(Vypolneniye obyazatelstv pered gosudarstvom v 1951 g. kolkhozami Yaltinskogo, 1951: 43)*.

For comparison, the Crimean steppe districts should be considered. In particular, in Prymorsky District, the population totaled 20,654 persons, of those, urban population was 970 and rural was 19,684 persons, and of those 11,146 persons were employable. That is, in percentage terms, urban population was some 4.7 percent, rural was over 95 percent, and of those employable was approximately 54 percent. As regards one more district, Chornomorsky, its population totaled 11,142 persons, there was no urban population, and employable were 6,399 persons, that is, slightly more than 57 percent. Similar situation was in Leninsky District where the population totaled 14,701 persons, there was no urban population, and 8,290 persons of rural population, or slightly over 56 percent, were employable. Collective farms in those districts mainly focused on grain growing and, apart from grain crops, sunflower, vegetables, meat, milk, wool, and eggs *(Vypolneniye obyazatelstv pered gosudarstvom v 1951 g. (kolkhozami Krimskoy oblasti), 1951: 26).*

For reference, interesting the situation with the number of households and population at collective farms in Alushta and Sudak Districts where, according to the information letter as at 1951, recorded households totaled 2,362 in those two districts, the population in the same households of the two districts was 8,142 persons, and 4,013 of them were employable *(Svedeniya o nalichii dvorov i naseleniya v kolkhozakh Yaltinskogo, 1951: 47)*. The working population in the collective farms of Sudak and Yalta districts of Crimea was less than half of all collective farm workers. In the collective farms of the Primorsky, Lenin and Black Sea regions, the total number of households was 992. The population of these households was 3154 people. Of the 3,154 people in the collective farms of the Primorsky, Lenin and Black Sea regions, 1522 people were able to work *(Svedeniya o nalichii dvorov i naseleniya (u kolgospakh Evpatoriyskogo…), 1951: 22–23)*. Also, the share of employable population in those grain-growing districts was slightly smaller than one half of the total number. At the same time, as at 1951, the total debt of collective farms in those districts was, according to the information letter, 7,279.2 thousand rubles (including 1,179.6 thousand rubles, or 16.2 percent, to collective farmers) *(Zadolzhennost kolkhozov (Evpatoriyskogo ...), 1951: 32)*. For comparison, at collective farms in Alushta and Sudak Districts, farms' debt was 6,699.8 thousand rubles (including 2,169 thousand rubles, or 32.4 percent, to collective farmers) *(Zadolzhennost kolkhozov Yaltinskogo ...), 1951: 53).* That is, at farms focused on grain, the debt was 7,279.2 thousand rubles per 992 households and 3,154 persons, and at collective farms specialized in specialty crops, 6,699.8 thousand rubles per 2,362 households and 8,142 residents. Therefore, noteworthy is the tendency that the percent of debt to collective farmers at collective farms specializing in grain was almost twice lower than at collective farms focusing on specialty crops. At the same time, the overall debt is indicative of higher workload per one collective farmer exactly at collective farms with grain focus: 2.3 thousand rubles per one collective farmer or almost 4.8 thousand rubles per one employable person. Conversely, the debt situation at collective farms focusing on specialty crops was different, and the amount was some 0.8 thousand rubles or almost 1.7 thousand rubles per one employable person. Therefore, an advantageous difference in the socioeconomic condition of collective farms focusing on specialty crops in the Crimea should be stated. Such tendency resulted from more profitable conditions that were provided by Soviet authorities for grape growing collective farms and was due to more favorable conditions of managing a farm focusing exactly on specialty crops.

The unfavorable farm management conditions in the steppe Crimea was noted even when the construction of the South Ukrainian and North Crimean Canals began, particularly noted was the fact that the Crimea needed water supply even more than the southern districts of Ukraine *(Stenogrammy dokladov, 1950: 38)*. To support the Crimean economic development after the war ended, a program to facilitate cultivation of specialty agricultural crops, especially viticulture, was envisaged.

Socio-economic development in the Ukrainian SSR took place through the implementation of projects. The projects were implemented under the direct control of the Communist Party of Ukraine organizations by the executive authorities. Such management could only be efficient owing to sufficiency of local natural resources and workforce or resources coming within centralized nationwide distribution. Mainly in-house resources for projects that were of interest for specific agencies could be sourced for the Crimea. The Crimean agriculture was only of interest for the Ministry of Agriculture to the extent of cultivating the specific industrial crops: viticulture and tobacco cultivation. That was owing to unique nature of those sectors in the first turn as well as to administrative incentives and instant return. In particular, incentives for Crimean vine growers were much higher than in the Ukrainian SSR. Specifically, in their letter to J. Stalin of August 30, 1947, Chairman of the Ukrainian SSR Council of Ministers M. Khrushchev and First CC KP(b)U Secretary L. Kahanovych requested that the same conditions of contracting hybrid grape varieties as in the Crimea be provided for collective farms and collective farmers in Zakarpattia [Trans Carpathian] Oblast. Such conditions for the Crimea were set by Resolution of the USSR Council of Ministers, dated July 7, 1947 whereby, for each ton of grape supplied on the contracting terms, 1.8 hundred kilograms of grain would be delivered on counter-sale basis to the suppliers. Hence, the Soviet government attempted to use any opportunities for promoting the economic activities of collective farms and collective farmers in the Crimea. In that context, maximum use of local resources and facilities was preferred. In this instance, the endeavor to use such local resource as climatic conditions, enabling to raise local-level crops, should be noted.

Noteworthy for late Stalin's period are the Soviet government's attempts to maximize the exploitation of natural resources, in particular, also in agriculture, for cultivating most efficient and economically sound crops. It was such features of the Soviet agricultural policy that the attempts to cultivate in the UkrSSR cotton plant and other crops, which were of low output for those latitudes, could be explained. Different crops, including those conditions for cultivating which were scarcely favorable, such as grain crops, were also cultivated in the Crimea until transferred to the UkrSSR. Their yield at collective farms with grain specialization, as shown by the Crimean Oblast Statistical Department's data, was moderate. However, their cultivation enabled to ensure the employment of collective farm population and operation of the Crimean economy, which was politically motivated under the conditions after deportation of the indigenous peoples from the peninsula in 1944. In particular, the grain crop yield in 1951 was 9.6 hundred kilograms per hectare in the coastal Crimea, 17.1 hundred kilograms per hectare on average at Chornomorsky District collective farms, and 12.75 hundred kilograms per hectare on average in Leninsky District.

The collective farms of the Crimea growing unique crops had significantly less able-bodied population than the collective farms growing the grain. In the collective farms in the territory of the Crimea peninsula, there was a small working population. In the southern regions of the Ukrainian SSR, the situation with the working-age population was better. Therefore, in the Ukrainian SSR, the able-bodied population of collective farms was involved in work in industry and transport.

The program of rehabilitating residential, industrial and public amenity facilities was launched in the Ukrainian SSR even before the war ended. The rural electrification program was actively implemented in 1947. Provision of electricity to 153 collective farms, 5 state farms, and enterprises that provided services to agricultural industry in Zakarpattia Oblast was planned for that year. For that purpose, construction of 30 rural electric power plants of 650 kW in total power, 115 high-voltage substations and transformer vaults, and 727 km of transmission lines was envisaged. An important role in the implementation of this program in Zaporizzhia Oblast was assigned to 49 industrial enterprises who were to give voluntary assistance to collective farms for their electrification *(Sekretaryu TsK KP(b)U Kaganovichu L. M, 1947: 187–188).* Therefore, notable is the traditional Soviet approach to providing agricultural development conditions that consisted in placement of obligations to provide such development conditions upon efficient enterprises. Accordingly, possibilities to upgrade agricultural enterprises emerged if local resources, developed by enterprises with different profiles, could be used.

Alongside with enhancement of capacities in agricultural production, activity to provide conditions for populating prospective agrarian regions was undertaken in the Ukrainian SSR. For that purpose, the republic-wide agricultural construction program was implemented. As at 1946, there were 691 construction teams with 6,079 workers in them in Zaporizzhia Oblast and 390 teams with 3,570 persons in them in Kherson Oblast *(Kolichestvo stroitelnykh brigad, 1946: 52)*. The pace of agricultural facility construction was found unsatisfactory and the construction plan failed at the Kherson Oblast KP(b)U Committee Bureau meeting on January 13, 1948. As was stated, only 2,840 out of planned 3,526 facilities, of those 1,546 houses, were built, which accounted to only 67 percent of the plan, and 1,094 industrial facilities were built, which was 120 percent of the plan *(Vytiah iz protokolu № 184, 1948: 1).*

In Zaporizzhia Oblast, the situation with construction at collective farms was much better than in Kherson Oblast. As at August 1948, as many as 1,168 teams with 11,671 workers were organized, and 24,994 houses out of 36,042 destroyed during the war were built, and 6,546 industrial facilities out of 8,951 destroyed were renovated in three postwar years. It should also be noted that resolution of Zaporizzhia Oblast Executive Committee and Oblast KP(b)U Committee Bureau stressed the special importance of supplying local construction materials for that program; in particular, 120 brick, 10 tile, and 10 lime kilns were built [Постановление исполкома Запорожского, 1948, Арк. 244]. Similarly, in Kherson Oblast, attention was paid to development of the industry that produced construction materials locally. The minutes of the meeting of the Bureau of the Committee of the Communist Party (Bolsheviks) of Ukraine of Kherson region of January 23, 1948 recorded the implementation of the plan of production of building materials. The overall plan for the production of building materials for 1947 was fulfilled by 100.9 percent overall in the region. The production plan for specific types of building materials has not been implemented *(Vytiah z protokolu biuro Khersonskoho, 1947: 7)*.

The results of analysis confirm the general tendency of inconsistency of the USSR's official data about the growth in collective farm production volumes with actual state of affairs at not only nationwide scale, as was mentioned in Yu. Pyliavets's work *(Pilyavets, 1992)*, but regionally as well, as illustrated with the presented statistical data. It should be noted, however, that the best prospects for efficient use of labor resources existed in those regions, whose socioeconomic development was among Soviet government's priority, which fact researches M. Loboda and O. Titika point out in their works *(Titika, 2015)*. The analysis of the state of the Crimean labor resources after the Second World War gives a complete understanding of the situation by comparing their situation and approaches to use with the Zaporizhzhya and Kherson regions of the Ukrainian SSR. The government of the Ukrainian SSR and the Communist Party of Ukraine carried out the policy of development of Zaporizhzhya and Kherson regions.

4. Conclusions

The official Soviet position both in the period, the conditions and measures of economic use of labor resources in which are analyzed in the study, and in later periods demonstrated constant improvement of qualitative and quantitative indicators of labor resources in all Ukrainian SSR regions and adjacent oblasts of other republics. However, the data presented in the research testify to domination of the resource mobilization methods for implementing specific politically motivated projects in their use. It was such approach in the post-World War II period that conditioned a considerable Soviet government's attention to socioeconomic development of the Ukrainian SSR oblasts that were adjacent to the Russian Soviet Federation Socialist Republic Crimean Oblast by providing acceptable conditions for placement of labor resources and manufacturing facilities in agrarian regions of Ukraine's southern oblasts. Implemented were programs of constructing houses for workers of agricultural enterprises and their electrification policy, which was nationwide and covered the entire USSR. The situation with labor resource at agricultural enterprises in Crimean Oblast proved to me more complicated. Only enterprises that cultivated specialized crops such as grape, tobacco, etc. had possibilities for normal operation. Those collective farms had much smaller population than those mainly focused on growing grain crops. The state supported the collective farms by growing grapes, burying the products of these collective farms at prices higher than the products of collective farms that grew grain. He pursued such a policy in the Crimea and the USSR. Therefore, more stringent operation conditions were set for collective farms in the southern Ukrainian SSR oblasts in the period after World War II, and at the same time, the policy of their social and industrial development was implemented. As regards collective farms in Crimean Oblast, the policy was limited to only provision of more favorable economy management conditions for collective farms focusing on specialized crops. As the Soviet policy of maximum labor resource use at agricultural enterprises in the southern Ukrainian SSR oblasts, in particular, also for their socioeconomic development, produced considerable positive results with maximum use of local resources, it promoted implementation of larger-scale regional development programs such as construction of electric power plants, transmission lines, and irrigation systems. In that way, foundation for development of regions with specific economic management conditions and their assimilation and bringing employable population to them by using specific regional resource base was laid. Crimean economic development programs have shown greater effectiveness in the implementation of these programs by the government of the Ukrainian SSR and the ruling Communist Party of Ukraine in the republic. Therefore, the government of the USSR in 1954 decided to include the Crimean region in the Ukrainian SSR.

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ANEMIA IN PATIENTS WITH ACTIVE ULCERATIVE COLITIS

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Summary

Iron deficiency anemia (IDA) is the most common complication in patients with IBD. In spite this, some investigators indicate that more than a third of IBD patients are not tested for anemia in the time of diagnosis. **Aim.** To provide a pathway to help achieve diagnosis a type of anemia in patients with moderate activity of ulcerative colitis (UC). **Methods.** Basic profile of iron turnover parameters, red blood cell indices, and C-reactive protein (CRP) in 20 anemic patients with mild/moderate active UC patients was described. **Results.** IDA was diagnosed in fifteen 75% of the patients, tree of which (15%) had anemia of chronic disease (ACD), and 10% had mixed type of anemia (IDA/ACD). **Conclusion.** Ferritin, seems to play a central role in the definition and diagnosis of anemia in UC patients. Routine screening for anemia is important among patients with IBD. The cornerstone for the accurate management of anemia in UC patients lies in accurately diagnosing the type of anemia.

Keywords: anemia, iron deficiency anemia, IDA, ulcerative colitis, ferritin, CRP.

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Introduction

Ulcerative colitis (UC) together with Crohn's disease (CD) constitute inflammatory bowel diseases (IBD), idiopathic, chronic intestinal and systemic inflammation with spontaneously relapsing course. About 15–45% of the cases are associated with extraintestinal manifestations *(Bernstein, 2019; Stadnicki, 1998)*. Anemia is the most common complication IBD. In retrospective cohort study anemia was present in 41.2% of patients at diagnosis (47% and 33.8% of Chohn's disease and UC patients, respectively, being severe in 5.5% *(Lucendo, 2017)*. Similarly, in other study evaluating one hundred IBD patients (49 UC), 51 Crohn's disease). The prevalence of anemia was 41.2% for UC and 42.9% for CD *(Oustamanolakis, 2011)*. The etiology of anemia among IBD patients is most commonly due to iron deficiency anemia (IDA) following or anemia of chronic disease (ACD) *(Lucendo, 2017; Oustamanolakis, 2011; Testa, 2016)*. Anemia in IBD can also be the result of other factors: folic acid or vitamin B12 deficiency (megaloblastic anemia) in Chron's disease due to frequent involvement of the terminal ileum *(Battat, 2014)*, drug induced folic acid deficiency and hemolysis.

In general, an occurrence of IDA is mainly the result of iron loss from chronic bleeding from the colon, which may lead to its exhaustion from the system. The deficiency usually develops slowly and in three stages of iron deficiency: First: latent deficiency; lowered systemic iron resources do not cause any clinical symptoms; the only parameter proving anemia is lowered ferritin concentration in the serum Second: hidden deficiency; exhausted iron reserves are shown in low ferritin concentration, low transferrin saturation and erythrocytes' protoporphirins growth; hemoglobin (Hb) level is usually around the lower norm limit. Third: Hb significant decrease, low concentration of iron and ferritin, increased level of transferrin and decrease of transferrin saturation, as well as high values of erythrocytes' protoporphirins. After exhaustion of iron reserves the saturation of transferrin falls and simultaneously total iron binding capacity (TIBC) in the serum is growing. Erythrocytes are characterized by hipochromia and microcytosis, which is shown by decreased value of mean corpuscular volume of red blood cells (MCV), mean corpuscular hemoglobin (MCH), and red cell distribution with (RDW), its growth may precede changes in MCV *(Clarke, 2008)*. Anemia of chronic diseases (ACD), in which the pathogenic role is played by pro-inflammatory cytokines. It was found *(Gomollon, 2009)*, that IL-1, and IL-6 are responsible for the development of ACD by inhibiting gene expression and erythropoietin secretion. An additional mechanism, for which IL-1 is responsible, is the synthesis of apoferritin as the acute phase protein, which binds the iron and then stores it in the form of ferritin, which effects in lowering of iron in the serum *(Bertero, 1997)*. Anemia of chronic disease It is formed as a result of reduction of erythropoietin (EPO) synthesis, and reduction of the sensitivity of erythrocyte precursor cells to EPO *(Weiss, 2005)*. IL-6 was recognized as the main mediator of ACD development, as stimulating the synthesis of hepcidin, a protein whose excess causes lowering of iron absorption from the duodenum *(Mecklenburg, 2014)*. IL-6 is known as main stimulator of acute phase proteins, like C-reactive protein (CRP) in hepatocytes. Mutual dependence between IL-6 and CRP and their correlation with activity of the disease was observed in patients with Crohn's disease, the relation was less pronounced in case of UC *(Vermeire, 2006)*.

Anemia is a relatively late stage manifestation of iron deficiency. Despite this, iron deficiency is generally not systematically screened for in IBD patients. It is clear from other disease areas including chronic heart failure *(Anker, 2009)* and chronic kidney disease *(Shepshelovich, 2016)*. In this article a basic profile of iron turnover parameters in relation to CRP, and red blood cell parameters in moderately active UC patients with is presented.

Materials and Methods

Patients' characteristics.

20 active UC patients were accepted for the examinations (9 women, 11 men, age average of 46 years) and 19 healthy volunteers (11 women and 8 men with average age of 46 years), constituting the control group.

UC was diagnosed on the basis of anamnesis data colonoscopy, histopathologic assessment of bowel samples and laboratory tests. UC patients with colitis fulminas and coexisting hepatitis, asthma and significant circulatory and respiratory failure were excluded from the studies. All UC patients were treated with 5-ASA preparations. Moreover, 8 patients with active stage of the disease were given moderately dose of steroid formulations, and additionally 5 patients were administered azatioprine. Among UC patients assessment of the disease's activeness was conducted on the basis of criteria developed by Truelove and Witts *(Truelove, 1955)*. All patients were found to have moderately active stage of the disease, score between 3–8.

In UC patients and control patents blood for examinations was withdrawn from a vein in cubital fossa. Blood was rotated for 10 minutes with the speed of 3000 rpm in order to extract the serum, which was kept in the temperature of -70^{o}C. Before beginning to determine the parameters, the test tubes were warmed to room temperature.

Iron concentration

Determining of serum iron concentration was carried out with photometrical method, with the use of "COBAS MIRA Plus" apparatus by Roche and the reagent Iron Sys1 by Roche. (reference values: 49–151 for woman; 53–157 for man [µg /dl]

Ferritin level in serum

Determining of serum ferritin level was carried out by immunoenzymatic method ELISA, in which two mouse monoclonal antibodies with high specifity were used. These antibodies are capable of finding most of ferritin's lysoforms. Horseradish peroxidase was used as the substrate in the reaction. All original reagents were parts of the kit "COBAS CORE Ferritin EIA" by F. Hoffman-La Roche, Basel, Switzerland. Measurements were made with COBAS CORE II apparatus by Roche (reference values: 13–150 for woman; 30–400 for man µg/L).

Evaluation of unsaturated iron binding capacity (UIBC), total iron-binding capacity (TIBC) and transterrin saturation

Determining of and unsaturated iron binding capacity (UIBC) was carried out with photometrical method with the use of "COBAS MIRA Plus" apparatus by Roche and Iron Sys1 by Roche and UNIMATE 7 kits. Total Iron Binding Capacity (TIBC), value was calculated on the basis of the equation UIBC=TIBC–iron concentration in serum. Reference values: TIBC 262–474 [µg/dl], UIBC112–346 [µg/dl], TRSF 16-50 %.

Transferrin saturation fraction (TRSF) was calculated from the following equation:

$$TRSF = \frac{serum\ \ iron\ \ concentration}{TIBC} 100\% .$$

CRP concentration.

Determining of CRP concentration was made with immunoturbidimetric TIA method with the used of reagents "Turbiquant CRP" by DADE BEHRING, Liederbach, Germany. Reference range of CRP concentration in serum is up to 0.6 mg/dl.

Erythrocyte parameters and indices

Red blood cell count (RBC), hemoglobin (Hb), hematocrit (Ht), mean corpuscular volume of red blood cells (MCV), mean corpuscular hemoglobin (MCH), mean corpuscular hemoglobin concentration (MCHC), red cell distribution width (RDW), were performed. For analysis of complete systemic blood Cell-Dyn 1700 apparatus by Abbott Diagnostics was used. Reference values: MCV [fl] 80–97, MCH [pg] 27–31.2, MCHC [g/dl] 31.8–35.4, RDW [%] 11.6–14.8.

Statistic analysis

Statistic analyses were carried out with the use of Statistica 6.0 software. Normality of the distribution was checked with Shapiro-Wilk test. Comparative analysis of the parameters characterized with regular distribution was carried out with t-student test, and the remaining parameters, whose distribution was irregular, by non-parametric U Mann-Whitney test. In all tests the significance level was noted to be < 0.05.

Results

According to WHO, anemia is defined by hemoglobin (Hb) level <13g/dL for men and <12g/dL for women *(WHO, UNICEF, UNU. Iron deficiency anaemia, 1998)*. Non UC patients had severe anemia e.g. Hb level < 10 g /dL. None of the healthy controls had anemia.

On the basis of hemoglobin result anemia was found in all UC patients, 15 patients had iron deficiency anemia (IDA), 3 patients had anemia of chronic diseases (ACD), and in 2 patients both types of anemia coexisted (IDA/ACD). Patients with IDA as compared with control group had statistically significant decrease of hemoglobin levels ($p< 0{,}001$), red blood cell count (RBC)count ($p< 0{,}01$) and hematocrit levels ($p< 0{,}05$). A significant decrease was also observed in serum iron level ($p < 0{,}01$), a case of ferritin concentration ($p < 0.001$). All patients with IDA had serum ferritin level below 100 µg/L.

RDW ($p < 0{,}01$) RDW was found to be statistically higher in UC patients with IDA than in control group. In contrast, other erythrocyte indices (MCV, MCH, MCHC), CRP concentration, unsaturated iron binding capacity (UIBC) and TIBC, were not statistically different in UC-IDA patients as compared in control. The results were presented in table 1.

In addition, in three patients diagnosed with ACD all patients had ferritin level above 100 µg/L, and increased CRP. In addition RDW and TIBC/UIBC were in the normal range.

Table 1

Tests results of patients with IDA in moderately active stage of UC as compared with control group (C)

	IDA-UC	Control group	IDA-UC /C
	Mean ± SD	Mean ± SD	p
Iron [µg/dl]	69,34±42,20	92,8±25,4	*0,01
Ferritin [µg/l]	56,1±68,0	120,7±74,5	*0,001
Hb [g/dl]	11,5±3,9	14,4±3,1	*0,001
RBC [M/µl]	4,2±0,22	4,62±0,4	*0,01
Ht [%]	34,7±5,7	39,4±3,0	*0,05
TIBC [µg/dl]	388,85±99,28	333,0±75,12	0,28
UIBC [µg/dl]	239,61±101,12	219,5±85,11	0,84
TRFS [%]	25,94±15,81	33,13±12,08	0,37
MCV [fl]	83,96±6,4	87,64±3,56	0,99
MCH [pg]	24,12±2,60	29,2±2,61	0,82
MCHC [g/dl]	33,10±1,97	34,05±1,09	0,09
RDW [%]	16,26±1,2	13,16±0,82	*0,01
CRP [mg/dl]	0,72±0,52	0,48±0,26	0,22

Discussion

Previous study large cohort of IBD patients have indicated that IDA was present in 53.7% and ACD in 12 % of patients. In other report 44 outpatients with Crohn's disease and 55 with UC were stratified, and IDA was highly prevalent in patients with Crohn's disease (69.6%) and ulcerative colitis (76.7%), whereas ADA was shown 3% of the patients with Crohn's disease and in 7% of the patients with UC *(Alves, Miszputen, Figueiredo, 2014)*. Importantly, anemia is more frequent in active disease *(Oustamanolakis, 2011; Testa, 2016)*.

In the present study we focused in most typical group of UC patients with moderate index of activity, and simultaneously diagnosed mild or moderate anemia. As noted in recent cohort study despite this, more than a third of UC patients are not tested for anemia in the time of diagnosis *(Patel, 2018)*. Our aim is to provide a pathway to help achieve early diagnosis of type of anemia.

Pure IDA is present with serum ferritin < 30 μg/L and low hemoglobin levels *(Stein, Dignass, 2013)*. Serum ferritin is an indicator of the storage of iron contents, however during inflammatory conditions such as UC, its serum concentration may be elevated like acute phase reactant *(Umehara, Kudo, Nakaoka, Kawasaki, Shiomi, 2006)*. Thus if inflammation is present, the minimum cut-off level for ferritin when confirming IDA though to be <100 μg / l *(Stein, Dignass, 2013)*. In fact in our data all patients with IDA had ferritin serum level < 100 μg/L. In three other anemic UC patients ferritin level was higher than 100 μg/L, that in constellation with other iron pattern and increase CRP, indicate ACD. As compared with control group we found in patients with IDA significant decrease of ferritin level, but also increase of RDW value and TIBC and UIBC. Such constellation of iron patterns indicate IDA. The increase of TIBC is usually used for diagnosis of IDA in association with ferritin concentration. Wians et al. *(Wians, Urban, Keffer, Kroft, 2001)* shown in the group of IBD patients with IBD-IDA the average TIBC was 432 ± 84μg / dl, as compared with significantly lower TIBC – 198 ± 55 μg / dl. in IBD-ADA patients. Lately single communication appeared (22 indicating the significance of red blood cell parameters in differentiation of anemia, especially in Crohn's disease. Some repots indicated that increased RDW which reflects the degree of anisocytosis, it could be considered as reliable marker in IDA *(Oustamanolakis, 2011)*. Oustamanolakis et al *(Oustamanolakis, 2011)* suggested that RWD is one of the best markers for detecting IDA in patients with IBD. These authors have shown that RDW was significantly increased in IBD patients compared with control healthy subjects, and in IBD patients with IDA compared with non–anemic IBD patients, which tend to corroborate with our results.The number of cases of UC patients with ADA was too small to be statistically compared with IDA patients. Most researchers have found high perseverance IDA vs ACD in IBD patients. Pure ACD is mainly indicated by levels of serum ferritin > 100 μg/L, and lower hemoglobin level, and elevated CRP (10). In addition TIBC is lower or within normal ranges, and RDW value is within referential ranges. Such constellation of examined parameters we have found to be diagnosed of ACD.

For example: the typical patient with IDA (W.G., man) had lower iron level (44 [μg/dl) reduced ferritin level (20,2 μg/L) increased TIBC value (463μg/dl). In addition, he had decreased MCV (79,7 fl), MCH (25,1 pg) MCHC (31,3 g/dl), and increased and RDW (16,0 %). CRP (0,6 mg/dl.) was in upper limit of normal value. In striking contrast, the typical patient with ACD (W.K, woman) had higher ferritin concentration (113 μg/L), and increased CRP level (2,3 mg/dl), whereas other iron pattern parameters Fe (64 μg/dl) and TIBC (357μg/dl) were in normal range. Similarly, erytrocytic indices: MCV (88,4 fl) MCH (29,7 pg), MCHC (34,3 g/dl), and RDW (14,2 %) were within normal values.

It should be noted that in active IBD with increase CRP as acute phase protein inflammation is mediated by proinflammatory cytokines. IL-6 causes synthesis, and serum elevation of hepcidin. Hepcidin can block the intestinal iron absorption in the duodenum, and in addition it also causes reduced release of iron from iron storing cells, leading to functional iron deficiency, and in turn to ACD *(Mecklenburg, 2014)*. Swiss IBD Cohort Study Group have presented data showing that serum hepcidin concentrations correlate with ferritin in patients with IBD *(Mecklenburg, 2014)*. The differentiation between IBD and ADA is practically significant. In UC patients with moderate stage of IDA (as presented in our data) oral iron supplementation in doses ≤ 100 mg/day would be recommended. If oral iron is not well tolerated, or this treatment is not sufficient intravenous iron preparation should be used *(Lindgren, 2009; Lachance, 2011)*. However in ADA patients only iron given intravenously as first line treatment will bypass the hepcidin blockage.

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THE MAIN PROBLEMS OF THE IMPACT OF IDEOLOGY ON THE IMPLEMENTATION OF EVIDENCE-BASED POLICY

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Summary

The article examines the main problems that arise during the implementation of evidence-based policy. The author determines the understanding of the feasibility of evidence-based policy for high-quality policy implementation. The limitations facing the authors of the research are determined. Areas of policy research where external and ideological influence on the results obtained are highest have been identified. The author analyzes the biases of the worldview that are faced by policy researchers, and external influence that is exerted on them.The author concludes that researchers who hold different ideological views show a difference in perceptions of the world and politics. The risks faced by management bodies in the case of implementation of imperfect recommendations based on erroneous policy research are highlighted. The author notes that such risks arise from the overestimation of the ability to predict the future in political reality as scholars are exposed to the deceptive influence of research accuracy. Recommendations for improving the quality of research that become the basis for policy implementation are highlighted in the article. Arguments in favor of a more critical approach to the use of social data and the review of research results by scholars with different ideological views have been provided.

Keywords: good governance, policy research, ideology, evidence-based policy, bias, research methodology

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1. Introduction

One of the main requirements for the implementation of policy in modern democratic regimes are the evidence and rationality in its basis. The term "evidence-based policy" is widely used in the scientific literature as a definition for a policy that is implemented based on proven facts and evidence only, as opposed to emotions or subjective beliefs. This practice, arguably, is a time-consuming task for such complex systems as society, since the risks and potential threats of poor policy-making, can be catastrophic.

Today it is obvious that only such a policy and management that are based on an in-depth analysis of the situation and a scientific approach can lead to positive results of implementation and the ability of public authorities to perform their tasks. Also, this is not about some innovation or something completely unseen before. Such an approach towards policy implementation, surprisingly, came from medical science. The fact that any action that may affect an object in one way or another should not be based on personal views or preferences, but on evidence, is critical for human life. "Evidence-based medicine" was formed by experiments, trial and error, and finally proved its effectiveness. Accordingly, the effectiveness of this approach has been transferred to other areas, including policy.

This article synthesizes studies on the main problems faced by public policy researchers that are related to several aspects: the quality and reliability of social data, ideological prejudices of scientists, as well as the impact of the external environment on research results. Based on the processed data, recommendations to improve the quality of policy research for use in public administration have been prepared.

2. Social research data quality problems

The specifics of social relations differ from objective reality. Politics, and relations in society, in general, are related to our attitude towards reality rather than objective reality itself. And our vision of reality, and its understanding is not always, but in fact, very rarely, reflects the real picture. In fact, our perception of reality is often more important than reality itself. In this regard, it is reasonable to provide relevant sociological studies of the Ukrainian context. According to research, the majority of the population of Ukraine is convinced that the level of corruption in the country significantly increased during 2014–2018 *(Democratic Initiatives Foundation, 2018a)*. However, international ratings, such as the Corruption Perception Index developed by Transparency International, which measures more objective characteristics, suggests otherwise *(Transparency International, 2018)*. Besides, according to surveys, even during the years of high economic growth, most surveyed Ukrainians were indicating that the socio-economic situation in the country has deteriorated, and such trends have been repeated throughout the whole phase of sociological monitoring *(Democratic Initiatives Foundation, 2018b)*. If the research was based exclusively on the data of opinion polls, it could be argued that Ukraine's socio-economic situation has been steadily deteriorating for more than 20 years, which is not the case. People perceive the political state of affairs through the prism of their own ideological preferences, which significantly distort reality.

Thus, it is impossible to implement public policy relying only on public opinion data – this leads to critical management mistakes and unsatisfactory results. Accordingly, opinion polls and other formats of social researches should be used very carefully.

The effectiveness of evidence-based public policy directly depends on the quality of this evidence and the data that underlie it. That is why we should strive for the highest quality level of research in political science that underpins important public decisions. The quality of political science, its verification, and provability directly affect the quality of public policy and decisions that are implemented. That is why the issue of objectivity of science itself, and political science, in particular, is relevant and widely discussed.

3. Risks of the ideologies' influence on policy research data

One of the main reasons why social research data may be unreliable is the assessment of the impartiality of our consciousness as well as its vulnerability to the impact of ideological and other factors. Ideology demonstrates a great challenge, because, in its essence, it is a phenomenon relevant to science.

Ideology and science are similar, primarily because of the fact, that political ideology claims to be genuine both during the process of cognition and definition, and, most importantly, during the practical transformation of reality. It can't be otherwise. In order to survive, ideology must struggle for influence on people; it must be supported by people's trust in the correctness of its ideas, to show their genuinity. Only a specific ideology can be the justest, correct, carry true, genuine values. It can solve the problems of society, provided the organization of social order under its requirements. This uniqueness of each ideological theory makes it close to scientific theories, if not in content, then at least in form. At the same time, if we use relativistic positions, the trend of evidence-based policy can also be called ideology, and this makes logical sense. Even the best studies of policy analysis today cannot claim to be an indisputable truth, and their full application does not guarantee the avoidance of mistakes or social problems.

In modern research, the issue of the link between ideology and science is based on an instrumental measurement of the influence of the authors' ideology on the results of their research. Research is conducted using quantitative methods, in particular on discrimination against authors with atypical political views, or the influence of authors' ideological views on the results and interpretation of their research.

There is no doubt that one or another ideology affects not only the worldview but also the behavior of people. There is some statistical evidence of this fact, including criminal activity *(Wright et al., 2017: 239)*. American researchers analyzed the self-identification of respondents with ideological currents and compared these data with the frequency of offenses and crimes. As a result, a correlation between them was found. Based on these data, researchers argue that political ideology largely determines how people get involved in criminal activities. "Individuals self-identified as politically liberal also self-reported more involvement in crime cross-sectionally and prospectively. The relationship between political ideology and criminal conduct was linear: very conservative individuals reported the lowest levels of criminal participation and very liberal individuals reported the highest levels" *(Wright et al., 2017: 239)*.

However, the impact of ideological beliefs on the results of the work also applies to scholars. Thus, in research from Eitan et al. (2018), empirical tests to unveil ideological "bias" in social psychology studies were conducted. According to this analysis, it was determined that the ideological preferences of scientists did influence the results of research, although this impact was much smaller than expected by the respondents themselves: "In scientific abstracts from social psychology, conservatives and conservative ideas are described significantly more negatively than liberals and liberal ideas. At the same time, conservatives are more likely to be treated as a target of explanation than are liberals. In a forecasting survey, scientists accurately anticipated the direction and general magnitude of both effects, but significantly overestimated both" *(Eitan et al., 2018: 196)*.

However, what influences the development of the ideology of the scientists themselves? The topic of the influence of the formation of ideological beliefs through external factors, especially education, is considered. In research from Meyer (2017) that analyzes the experience of European countries, it was found that each additional year of secondary education generally correlates with the movement to the "right" in the left-right ideological dimension. It can be assumed that scholars, as the social stratum with the longest period of education and self-education, will have less inclination and commitment to socialism. However, this study does not fully take into account the real political state of affairs in the United States, where the main centers of left and socio-liberal views are in universities, and the greatest prevalence of conservative and right views dominates among people that are far from academia. Obviously, after high school, this correlation ceases to be linear and undergoes certain changes.

The issue of the impact of ideological markers on the behavior of an object is widely studied within the framework of a behavioral psychology approach. The research from Jost (2017, p. 547) summarizes the comments of a number of researchers and demonstrates the impact of ideological factors on human behavior, especially in education and science. However, it should be recognized that a person's ideology is identified by party affiliation: Democratic or Republican, which does not always demonstrate the true ideology of an individual. There were also differences in the emotional component, the specifics of political participation, social ties and trust in public policy. Also, the researchers' conclusions mainly relate to the fact that supporters of a certain ideology, such as conservative voters, more often act according to considerations that are correct for conservatives *(Jost et al., 2018, p. 78)*, which can be understood intuitively. There is also evidence that conservatives and liberals perceive information differently. In particular, the study conducted by a group of scientists Oosterhoff et al. (2018, p. 230) comes to the conclusion that people with a conservative worldview more often than liberals, avoiding repulsive video scenes. There are also differences in the perception of neutral visual images. At the same time, this research does not provide information about the difference in perception of sadness or fear between people with different political views.

Other researchers are developing a theory of worldview bias. For example, Borţun (2014, p. 119) identifies five sources of cultural and ideological illusions: the technique of issue rising; the cultural paradigm; the ideological referential; the form of life; the life horizon. It is determined that these sources of illusions generate such pictures of the world, that lies in the core of the meaning of human life for specific individuals, professional groups, social classes, peoples and civilizations: "these very sources of illusion generate pictures of the world based on which individuals professional groups and social classes, peoples and civilizations render the world and human life meaningful" *(Borţun, 2014: 123)*.

Some scholars have even proposed and tried to develop a specific "scientific ideology." And this is not about "scientific communism," but about additions to traditional epistemology and gnoseology. Such a specific scientific ideology should become part of the scientific knowledge and better defend the position of the scientific community in politics and among the general population. At the same time, researchers themselves are aware of the risks posed by such an initiative, which can have the opposite effect *(Greco, 2004: 687)*. However, it should be noted that the scientific pursuit for the formation of "scientific ideology" for researchers, despite its contradictory nature, has repeatedly been raised by a whole list of philosophers and scientists. However, most researchers agree that in the social sciences the object of study can not be completely isolated and purified, as well as in the natural studies, the term "science" includes not only truth but also attempts to achieve that truth *(Chimisso, 2015: 72)*.

For now, in the field of medicine and biology, the issue of the impact of ideology on scientific research is being studied the most. These are "irritating" topics such as the legalization or prohibition of certain substances and materials, the use of stem cells, the cloning of living things, or even humans *(Nicholls, 2013: 143)*, and so on. Here, scientific research directly intersects with ethics, philosophy, and traditions that have been developed over a long period of time. In many respects, the impact of ideology on such research is crucial. It determines whether research will be conducted, what methods will be used, and so on. In fact, the implementation of public policy in these areas remains highly ideological, which affects its quality.

The situation around global warming is one of the areas where the implementation of evidence-based policies remains problematic. In this area, science often comes into conflict with ideological beliefs. Traditionally, this issue is the most acute in the United States. Because some American politicians do not believe in the effects and consequences of global warming (or deny it under pressure from the lobby of large industrial companies), this often leads to a refusal to fund such research, rejection of their results, and so on. There is a number of studies that display a correlation between the critical thinking of individuals and their beliefs about global warming *(Stenhouse et al., 2018: 19)*.

Thus, evidence-based policy – as a global trend to improve the quality of public administration should be based on research, analytical reviews, and facts. However, it is important to remember the relativity of social knowledge.

In his article "What is wrong with the evidence-based policy, and how can it be improved?" Saltelli and Giampietro (2017, p. 70) indicate the following:

- Policy analysis and recommendations are most often carried out by government-controlled entities, or at least by those institutions that share their ideas.
- The use of mathematical modeling and indicators conveys a spurious impression of precision, prediction, and control, which is in fact, far from reality. *(Saltelli & Giampietro, 2017: 70)*

In this case, we may fall into the trap by trying to improve the quality of policy through scientific analysis, and instead only use the authority of scientific and analytical structures to promote solutions that are often far from rational. This puts us in the dangerous trap of overestimating our own ability to understand reality. It is one thing if we do not understand reality and we know about it – then our decisions will be careful and balanced, and another thing when we are sure that we know the objective picture, but in fact it is not true. In this case, we will act more decisively, but most likely incorrectly, which can lead to complex and large problems.

4. Conclusions and suggestions

If we analyze the situation with the regulation of science and policy research, we can see that evidence-based policy has significant problems and can not get rid of the train of ideology.

It is affected by the crisis of reproducibility of research, combined with ideological prejudices and ideological biases. It is obvious that the impact of ideology on the implementation of public policy is stronger than its influence on science itself. The public side of politics is a field where science can be seen only as one of the concepts that compete with each other, without significant advantages over traditional ideological positions.

Among the situations that negatively affect the quality of such studies, we have considered and grouped the following:

- Reliability and relevance of public data to reality;
- Ideological limitations and prejudices of scientists themselves;
- The influence of the environment and the state on research results.

In fact, public policy researchers cannot solve any of these problems on their own. At the same time, taking into account their importance in constructing the research methodology can reduce the risks of low-quality results. When using the data of public opinion polls and social research, it should be taken into account, that they do not reflect the real state of affairs, but only people's vision of it. Also, researchers are prone to ideological simplifications of reality, so it is expedient to provide peer-review of research not only within the research institution but also among colleagues with other ideological positions.

At the same time, the key conclusion is that our cognitive abilities, as well as our ability to analyze politics, are limited. We cannot be certain of the high accuracy of the predictions given the above facts. Accordingly, we need to assume that our policy research has limited accuracy and needs constant adjustment in the process of policy implementation on its basis.

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INTERNET PLUS STRATEGY AS A FACTOR OF DEVELOPMENT OF ECONOMIC EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA

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Summary

The development of the Internet greatly influences the transformation and modernization of the industries and businesses in the People's Republic of China. As a result, the Chinese government has developed a special Internet Plus strategy to transform, modernize and equip conventional industries for joining the modern economy. This strategy is being implemented through the development of mobile devices, cloud services and new generation applications connecting people to social media, analytics and big data. Such development is going to attract foreign businesses planning to make an impact on the booming Chinese Internet economy, with the growing need for the experienced economists to assist their efforts.

The specific characteristics and the areas of application of Internet Plus in different industries have been summed up and characterized. The ways of application of Internet Plus in economic education of the People's Republic of China were substantiated. The effective mobile applications used for educational purposes with the economists in the higher educational institutions of the People's Republic of China were highlighted and analyzed. The recommendations to be applied in foreign economic education using the benefits of Internet Plus strategy were formulated.

Understanding and application of the Internet Plus strategy is a critical component for the economists in People's Republic of China and abroad to achieve career success and open future businesses to enter the Chinese and world market.

Keywords: industry, online learning model, mobile applications, higher educational institution, Economics.

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Introduction

Similar to the Information Superhighway and Industry 4.0, the concept of Internet Plus was first introduced to public by Ma Huateng, the Tencent CEO, in an article published in the People's Daily on April 21, 2014. He strongly believed that Internet Plus is a trend, and "Plus" stands for the connection between the Internet and all the traditional walks of life *(Wang, 2016: 5–8)*.

In order to keep up with the development of information technology, Chinese Prime Minister, Li Keqiang first suggested the Internet Plus Action Plan in the government work report on March 5, 2015 *(China unveils targets for 2015, 2015)*. He stated that the Internet Plus strategy was motivated by linking China's growing economy with the power of interconnected services. The government set out to connect various traditional industries with the world.

Charles Fan, EMC senior vice president, spoke to Chinese corporate decision makers about Internet Plus at a recent forum organized by VMware and the Chinese Academy of Engineering, pointing out that China's economy will have "radical change" due to the Plan *(IT 2020 Forum, 2020)*.

Internet Plus is reckoned as an important driving force for the current development. It crosses time and regional constraints and organically combines the Internet with other traditional industries to promote social and economic development *(Li, 2017: 293–296)*. Because of the fact that Internet communication technologies (ICT) are widely spread and actively used in education of all levels, it has become really important to study the ways of application of Internet Plus in economic education of China as well as the possible ways in which the foreign economic education can benefit from this new developing strategy.

The aim of the study is to define the Internet Plus strategy and specify its characteristics, analyze its application in different industries and in economic education of students of higher educational institutions in the People's Republic of China, form the recommendations for the development of the foreign economic education by means of Internet Plus.

Theoretical framework and research methods

The issue of Internet Plus has been in the focus of numerous scholars within the last several years. The impact of Internet development on Chinese higher education was studied by Chen Q. Different models of web-based teaching in the Internet Plus era were investigated by Gao B., Cui G., Li R., Liu X., Ma F., Peng B., Qiao F., Wang H., Zhang L. The online applications used for teaching and learning within Internet Plus strategy were researched by Ju W., Li J., Tu S., Yang B., Zhou S., Zou B. The influence of Internet Plus teaching resources and models on students' performance and the teachers' response to them was investigated by Chen Y., Ding Z., Hoi C., Jia J., Li G., Lin L., Mao L., Mei B., Miao J., Sang G., Teo T.

The research methods used in this study are:

– *theoretical methods:* analysis (to study the definition and the characteristics of Internet Plus), generalization (to formulate conclusions and recommendations for applying Internet Plus in foreign economic education in higher educational institutions).

– *empirical methods:* observational (observation of the application of Internet Plus in economic education in the higher educational institution in China) – to determine the possible ways of application of the Internet Plus in the foreign economic education.

Results of the study

Internet Plus refers to the new model of industries based on the application of the Internet and other information technologies in conventional industries. It is an incomplete equation where various Internets (mobile Internet, cloud networking, big data or Internet of Things) can be attached to other fields, fostering new industries and business development in China.

China is pursuing the Internet Plus strategy to develop a new industrial ecosystem for the future, where various economic and social fields are integrated with the Internet through Internet platforms and ICT (Information and Communications Technologies). Together with *Made in China 2025* strategic plan, Internet Plus strategy is significant for implementing innovations as China's new growth engine. It is believed to promote industrial advancement and formulate an effective response to the 4th Industrial Revolution *(Lee, 2019)*.

Internet Plus is a countrywide strategy implemented with the help of the State government of China driven by the belief that the Internet is set to transform industries. All the industries like energy sector, automobiles, manufacturing will need to be transformed to take advantage of Internet technologies to increase productivity and competitiveness *(IT 2020 Forum, 2020)*. One of the country's leading tech entrepreneurs Pony Ma, who is a chairman and founder of mobile gaming and social media giant called Tencent, states that the aim of the Internet Plus is not only to simply encourage connections between the Internet industry and traditional economy sectors but also to forge a process of innovating new models, technologies and applications.

Internet Plus specific characteristics and areas of application

Internet Plus Action Plan is expected to promote Chinese economy through innovation and reformation of economic structure. China's emerging Internet Plus has the following six characteristics: transboundary integration, openness, structure transformation, omnipresent connectivity, human-centric nature and innovation-driven model. Let's consider all these characteristics in detail (see Figure 1).

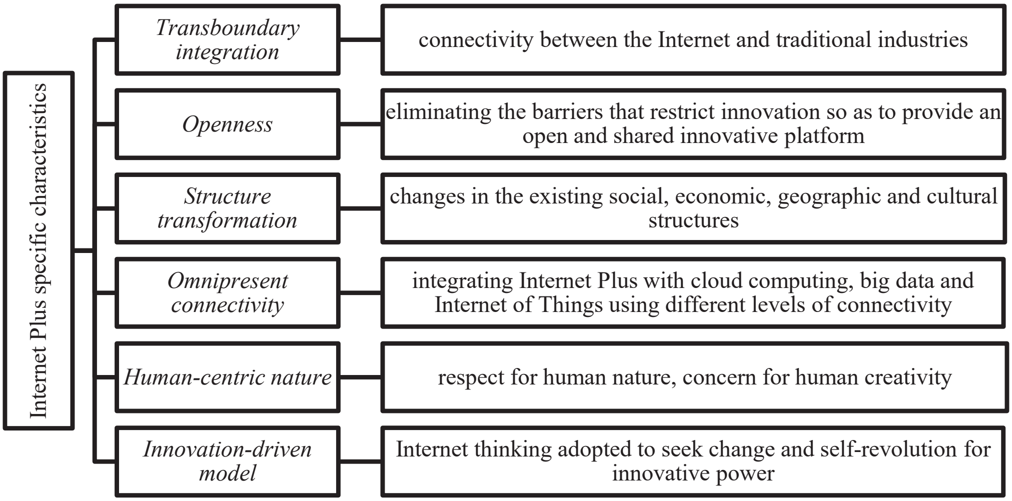

Figure 1. Internet Plus Specific Characteristics

Source: developed by the authors

All these specific characteristics vividly explain the motivation to connect the rapidly developing economy of China to the power of connected services. The Internet Plus development plan stipulates the integration of cloud computing, big data and the Internet of Things with a variety of industries ranging from manufacturing to commerce, internet banking and education.

Internet Plus will help different industries to optimize and better serve customers through technologies such as cloud computing and artificial intelligence (AI). Other areas that may benefit from this technology include finance, medical system, government, agriculture, transportation, and education, etc *(Zeng, 2015: 42–49)*. These areas are shown in Figure 2.

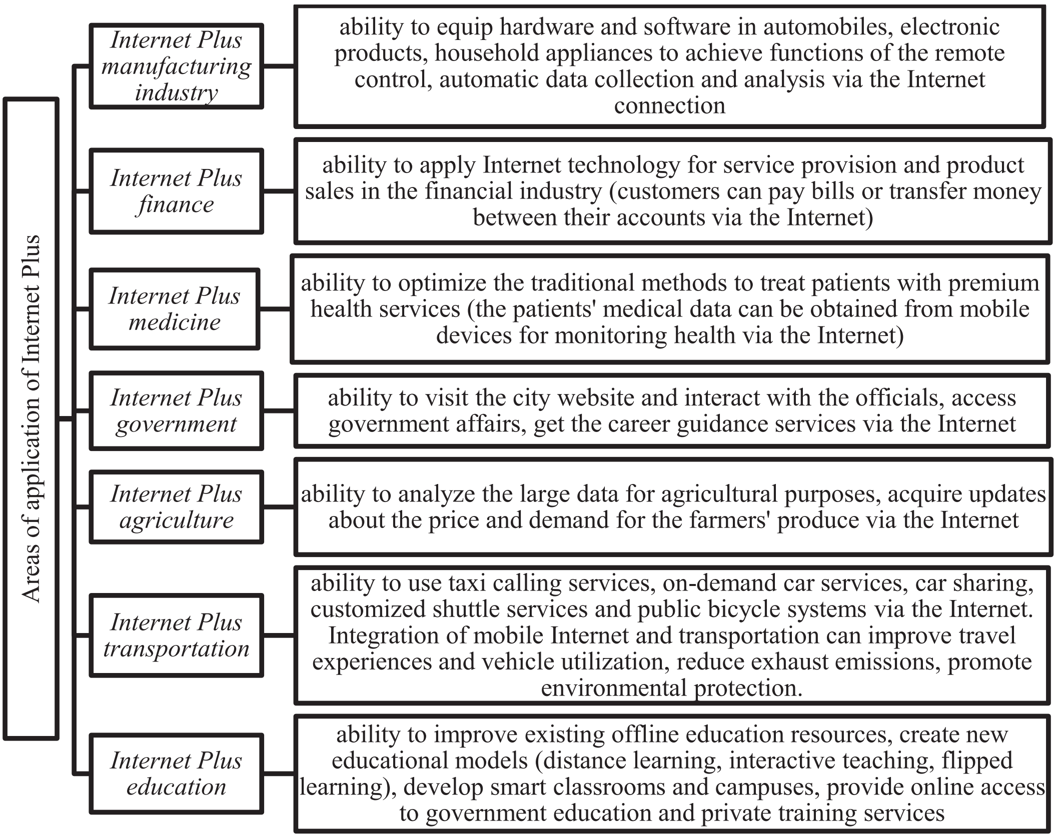

Figure 2. Areas of Application of Internet Plus

Source: developed by the authors

Application of Internet Plus in higher economic education

Under the guidance of Internet Plus Action Plan, the Internet Plus Education is gradually developing and achieving high progress recently. "The Opinions on Strengthening the Application and Management of Online Open Courses in Colleges and Universities in 2015" *(Wang, 2019)*, issued by the Ministry of Education of China, promoted the development of online teaching and learning in colleges and universities, which is a great challenge as well as the opportunity for Chinese higher education to improve.

Significant changes are taking place in economic education of Chinese colleges and universities. The studying model of college and university students is gradually changing from the traditional one to the flipped and blended models with the use of online learning resources. The experimental research of Chinese scholars in the field of pedagogy shows that such models can contribute into the development of the students' listening and speaking skills *(Cui, 2014: 447–460)*, *(Wang, W., 2017: 516–519)* as well as improve their general academic performance. It can be very useful for the students majoring in Economics because intercultural communication skills are vitally important for their future business activities in domestic and international markets.

Compared with traditional teaching, online learning models in Chinese economic education show the following five distinctive features:

(1) Spanning time and space of teaching and learning

Traditional teaching must be conducted at specific time and in specific places such as classrooms and labs, however online learning models are no longer limited to face-to-face learning. Synchronous live teaching and learning can be conducted through computers, tablets, mobile phones and other devices. Teachers can give tasks, provide resources, answer questions and conduct assessments online while students can engage themselves in study at any location and any time having the ability to discuss what they've learned with teachers and peers. To a large extent, teaching and learning happen beyond the limitation of time and space.

(2) Personalized teaching and learning

In the traditional higher economic education model, it is difficult for teachers to pay attention to all the students who have different motivation, abilities, methods of perceiving the information and outcomes of their study. The personalized online learning can meet the various requirements of different students *(Li, 2020: 111)*. Students can collect relevant information on mobile devices according to their own learning progress and get timely support when they encounter problems. This approach can greatly contribute into student-centered and inclusive education.

(3) Situational teaching and learning

The diversity of online learning environment allows teachers to set specific scenarios for real problems in learning, which help students understand and internalize what they are supposed to learn in specific situations as well as increase the sense of authenticity and their learning involvement. Situation modeling in online learning which is often used in problem-based learning approach can deepen the students' understanding of relevant knowledge and contribute to putting it into practice so that students can transfer what they learn into skills *(Lin, 2017: 109–125)*.

(4) Multi-directional interaction in teaching and learning

It was mentioned that the traditional teaching is mostly a one-to-many mode from teacher to students, while the online learning via mobile devices is not restricted by time and space. It doesn't only contribute into the interaction between students and teachers, but also enables to create study groups among students, share learning experience, encourage discussion and teamwork, thus improving learning efficiency and the formation of the soft skills which are important for the professional economic activity of the future economists.

(5) Diversified online teaching and learning resources

The Internet contains a large amount of learning resources and timely updates. Students can search for the learning resources at any time to meet their individual demands. Massive online open courses (MOOC) can provide college students with academic materials, cultivate their interests and hobbies, and enhance their practical and comprehensive skills *(Gao, 2019: 138–146)*. Although MOOC is in the developmental stage in China, it has already shown good effect in the Chinese economic education within the global pandemic period when distance learning became the only possible way to continue the educational process in higher educational institutions.

It's important to note that in the era of Internet Plus Education, mobile terminal technology and wireless network technology make it possible to access Internet using various online teaching and learning applications with the easy access to online learning resources. 188 different applications with different functions that can be used to extend and deepen teaching and learning are collected and shown in the "Padagogy Wheel 5.0", developed by the Australian researcher Allan Carrington *(Carrington, 2013)*.

Currently, thanks to the Internet Plus strategy there is more than a dozen of online teaching and learning applications used for teaching students majoring in Economics in Chinese colleges and universities, including various professional online teaching and learning applications, teaching-assistant mini apps, video conference applications and social networking applications. They can be used separately or combined to achieve better teaching effect. In this research we made a detailed review of the applications that have already proven their effectiveness in distance learning process of the students majoring in Economics in difficult epidemiological conditions within the second studying semester of 2019–2020 in Chinese universities. Let's consider each group of the applications with examples in detail.

(1) Professional online teaching and learning applications. Superstar mobile app (www.chaoxing.com) and Wisdom Tree mobile app (www.zhihuishu.com) are the most typical applications of this kind. Teachers can upload syllabus, teaching plans, video materials, assignments and other resources onto these teaching platforms. Students can preview or review the information through mobile phones, tablets or computers with teachers being able to easily open video sessions to interact with them, grade students' homework, track and manage their learning progress and behaviors as well as handle student affairs.

Superstar mobile app can be used to track attendance of students. It is also very handy to check whether students understand the lecture content by holding mini tests either in or after class, which can automatically generate testing results. Teachers can make use of quiz games in the app to interact with students, which helps to involve the whole group into the learning process thus developing the students' communicative competence. The online pop-up question & answer and offline real-time interaction provided by Wisdom Tree offer a perfect solution to the lack of teacher-student interaction in traditional classroom teaching.

(2) Teaching-assistant mini apps. WeChat (www.wechat.com) is a mobile app which has various functions including communication in the messenger via audio and video calls, online shopping and digital payment as well as the mobile teaching and learning opportunities *(Tu, 2018: 555–560)*. It has the possibility to integrate the mini apps for education. These apps are called "mini" because they can be easily used in Wechat without actual application installing. The most popular two are Rain Classroom and Teachermate.

Rain Classroom is more focused on the real-time feedback in classroom teaching and learning. With the use of Rain Classroom, teachers can synchronize PPT (PowerPoint) materials containing MOOC videos, exercises, and voice messages with students' mobile phones. The "bullet screen" function enables teachers to instantly check the amount of the teaching material that the students managed to study and motivate them to preview and learn this material with the following discussion in face-to-face classes. This approach is characteristic for the flipped classroom teaching model *(Zhang, 2018: 3652–3661)*. The students' engagement and classroom interaction can be effectively facilitated by means of Rain Classroom. It covers the whole before-in-after-class stages, providing teachers and students with complete three-dimensional data support, personalized reports and automatic task reminders to ensure the transparent teaching and learning process. *(Zhang, 2017: 94–96)*.

Teachermate is a classroom interactive application, which is practical and easy to operate. This application focuses on the student assessment providing multiple interactive functions such as signing-in, classroom testing, and classroom discussion. Students can perform all the operations in a relatively short time period being encouraged by gamification methods to actively participate in interactive activities in the classroom. Chinese, Vietnamese and Australian researchers believe that the benefits of gamification of learning in higher economic education can be used for the curriculum design *(Wang, F., 2017: 130–144)*, *(Nguyen, 2020: 34–39)*.

(3) Video conference applications. Tencent VooV Meeting (https://intl.cloud.tencent.com/product/tvm), DingTalk (www.dingtalk.com) and Zoom (www.zoom.us) are the most widely used video conference applications in China. Owing to features of large capacity, screen sharing, high video and audio quality, they have become the main driving forces of online live teaching and learning in Chinese colleges and universities. When teaching and learning online, teachers can interact with students in real time through voice or text. Zoom provides excellent grouping functions, with the help of which students can be randomly divided into groups for online discussions. This function highly contributes into the communicative teaching approach and helps to develop their communicative competence. *(Tang, 2019: 161–162)*.

(4) Social networking applications. Being the most popular and most used social networking applications in China, WeChat and QQ (www.imqq.com) have become indispensable communication tools used among teachers and students, as well as the important platform for online teaching and learning. WeChat and QQ have staggering number of registered monthly active users – 1 billion and 783 million respectively. Almost all college teachers and students have both WeChat and QQ accounts. Through the Internet connection, WeChat and QQ support the uploading and downloading of different educational materials such as texts, pictures, videos and PPT presentation materials. With the voting function of WeChat and QQ, teachers can organize mini tests as a handy way to check students' mastery of the knowledge acquired. In addition, assignments can be submitted by students in QQ for teachers' correction, grading and feedback.

The research on students' perceptions of mobile learning shows that instant messaging and asynchronous communication have become a bridge for teachers and students to share their learning experience, expanding the time and space of teaching and learning infinitely, thus improving the students' motivation to learn *(Kim, 2013: 52–73)*.

So, with the help of online teaching and learning applications the learning materials can be shared, discussed and analyzed them by means of online communication. It enables students in general and economists in particular to study, develop professional skills and express their opinions online without being limited by time and space.

Recommendations for the development of foreign economic education by means of Internet Plus

Inspired by the experience of Chinese economic education with application of Internet Plus, foreign economic education can also benefit from the development of this strategy if the following four recommendations are taken into consideration:

(1) Development of the Strategic Plan and Policy

Considering the example of the Internet Plus Action Plan in the government work report and "The Opinions on Strengthening the Application and Management of Online Open Courses in Colleges and Universities", both made public in 2015 by the government of the People's Republic of China, the corresponding strategies, plans and policies concerning ICT in education are fundamental for the development of the foreign economic education.

(2) Ensuring the Adequate Infrastructure and Accessibility

Without adequate infrastructure and accessibility to teaching and learning resources, strategic plans and policies can hardly be effective. Broadband and mobile infrastructure investments are required to establish the environment framework, coupled with supportive governance for the Internet ecosystem. Broadband and mobile networks, affordable connectivity, easy access is essential if teachers and students expect to make full use of what the Internet can offer.

(3) Providing Open Access to Massive Resources and Devices

Economic education via the Internet provides open access to massive resources in this field which are explicitly educational in purpose and can supplement the curricula for the students majoring in Economics in the foreign countries. Chinese researchers believe that instead of primarily relying on textbooks, students can get the ability explore massive online resources like OER (Open educational resources) and MOOC (Massive Online Open Courses) thus developing their professional skills *(Xiong, 2018: 3529–3535)*. However, it should be taken into account that the integration in the educational environment in order to benefit from the advantages of the Internet Plus education can't be implemented without the open access to the digital devices used in and out of classroom.

(4) Further Development of Digital Literacy and Digital Competence

With the rapid development of ICT in economic education, the formation of digital literacy and digital competence is crucial for both teachers and students to maximize the value of Internet Plus education. Digital devices and learning applications have proved to be productive for Chinese students' online learning, and foreign students can also develop their skills in using computers and other digital devices, as well as the learning applications for studying. Teachers should also be motivated to acquire new digital skills of the 21st century that can help to make full use of Internet resources and platforms for educational purposes.

Chinese experience has shown the significance of developing teachers' abilities to merge ICT and new teaching models in and out of classroom *(Peng, 2017: 41–50)*, *(Liu, 2017: 3363–3365)*.

Conclusions

By 2025, China's new Internet Plus strategy will have become a new economic model and one of the leading factors of economic and social innovation and development. This strategy has already influenced and will keep having a significant influence on businesses across all industries. Being a Chinese nationwide policy, it brings great opportunities to the economic education in the People's Republic of China. Online teaching and learning have been widely introduced in schools and universities, which helps to change the ways how teachers give knowledge and how students accept it.

We believe that with the current Internet Plus development in economic education, both teachers and students not only in the People's Republic of China but also in the foreign countries can benefit from integration of Internet and technology in achieving comprehensive teaching and learning experience. With the Internet connection available almost anywhere and anytime and the Internet development strategies and policies concerning ICT in education, students can have access to online educational resources through the devices such as laptops, tablets and mobile phones, and learn not being limited by time and space, which means that the education costs can be sharply lowered and the effectiveness of learning can be greatly improved.

Our further research will be focused on the analysis of the application of Internet Plus in education of the students of different majors as well as the institutions of other educational levels.

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ORGANIZATION AND MATERIAL SUPPORT OF THE EDUCATIONAL PROCESS AT PRIMARY EDUCATION INSTITUTIONS FOR ADULTS IN SUMY REGION IN THE 20-30s OF THE XXth CENTURY

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Summary

The article considers the questions of organization and methodological and material support of the educational process at primary schools of adult education in Sumy region in the 20–30s of the XX century. Based on the documents of the State Archives of Sumy region, the position of the points of liquidation of illiteracy in a certain period is analyzed and their financial and methodological support, the process of organizing student learning, forms and methods of teaching is characterized. There are also quotations from documents that fully illustrate the issue raised in the article.

The authors of the article conclude that despite the insufficient financing and an imperfect system of material support for adult primary education institutions, a campaign to eliminate illiteracy had a positive result, which was manifested in increasing the number of literate people in the Sumy region, who learned to read and write in Ukrainian, which was, in its turn, of great importance for awakening the national consciousness of the Ukrainian population.

Keywords: the policy of illiteracy elimination, illiteracy, primary adult education, primary schools for adults, Sumy region.

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Introduction

Ukraine has a huge historical experience in organizing of a campaign to eliminate illiteracy in the 20–30s of the XX century, which requires meticulous and unbiased analysis. In addition to the organization of the educational process, the development of curricula, the problem requires the disclosure of the organization and material support of the teaching process. The illiteracy of the population in Ukraine at the beginning of the XX century was a significant social problem, the solution of which was a necessary condition for the further development of the society. The industrialization of the country required a huge number of literate workers, who were recruited from the multimillion mass of illiterate peasants.

The ignorance of the masses was an obstacle to economic development, as the industrial development of the state required educated workers. In particular, F. Liszt believed that education, science and culture are the most profitable and promising for the investment and that the state, which seeks for overcoming economic and political backwardness should take care of these areas, sometimes even neglecting the interests of the society *(Borysenko & Telehuz, 2012: 8)*. The elimination of illiteracy was also conditioned by the pedagogical teachings of the Bolsheviks and was determined by the political goal of creating a new type of society on the basis of an educated working-class and peasant population with a stable socialist consciousness.

The policy of eliminating illiteracy was actively implemented on the territory of Ukraine, and a wide range of archival documents gives the reason to believe that this political campaign was successful in Sumy region, too.

The solution of the urgent problems in the field of public education began on the first days of the Soviet state. Public policy in this area was largely a continuation of progressive reforms initiated by the advanced public in the pre-revolutionary period, but not completed for some historical reasons. The first decisions and measures of the Soviet government were based on the achievements of domestic pedagogical theory and practice, but made them more radical.

It is very important to understand in more details the organization of education in primary schools for adults and their logistics.

Organization of the educational process at schools for adults

The education of the illiterate was conducted through a network of specially created educational institutions that provided basic literacy for the general population. The network of such educational institutions consisted of institutions in which the educational process was carried out directly: literacy schools, schools for the illiterate, single-group study places and Sunday schools *(Antoniuk, 2004: 90)*.

In general, the topic of eliminating illiteracy in the 20–30s of the XX century was raised in the works of such researchers as Antoniuk T., Boyko O., Borisenko V., Hololobov V. and others. The theme of illiteracy elimination and Ukrainianization in Sumy Region was researched by Korogod B. and Korogod G. in their works. Petrova J., Tymchuk L., Hololobov V., Boiko O. studied the question of organization of teaching and learning during the implementation of the campaign of illiteracy elimination as well. However, thorough research as for organization of the educational process at schools for adults in Sumy region in the 20-30s of the XX century is currently lacking.

It is clear that the initial period of elimination of illiteracy was characterized by the rapid development of a network of special points. One of the unfinished issues was the lack of schools for the illiterate *(Leshchenko, 1969: 80)*. Such premises as folk houses, clubs, churches and even private buildings and rooms at industrial enterprises and administrative establishments were given for literacy classes. Initially, adult educational institutions were divided into 3 types of schools. The most common were public schools for the elimination of illiteracy of two degrees, which were organized in large villages and cities. Thus, in the 1st grade of schools they taught to read and count (adults for 6 months; adolescents for 7 and a half months).

At the 2nd grade schools, the illiterate studied according to the primary school program (the period of attendance was from 6 to 9 months). In parallel, there were schools of adult educational society "Down with illiteracy!" and various public organizations. They operated at clubs, reading rooms and red corners. The third type were clubs in which those who learned to read and write taught the illiterate. They were created in remote villages and hamlets, where there were no cultural and educational institutions *(Molotkina, 1999: 58)*. Literacy schools were the main type of educational institution in the field of eliminating illiteracy and the first level of adult education. These institutions included adults and adolescents who could not read or write at all, as well as those who knew the letters but did not have reading skills *(Tymchuk, 2015: 74)*.

Over time, illiteracy elimination points began to be divided into four types, depending on the location and a group of students. The first two types included literacy schools for adults in villages and towns. The third and the fourth types were both rural and urban, but for adolescents.

The period of training in the first and second types of literacy centers (for adults) was 6 months with a 9-hour work a week, and 3 months with daily work, except Sunday. The period of study at schools of the third and fourth types (for adolescents) lasted 7 months with a 12-hour weekly load and 5 months with daily classes. The total course of study at the institutions for adults was 216 hours, and for adolescents 260 hours *(Gasilov, 1967: 2)*.

Each of the types of points for illiteracy elimination had its own slope in the curriculum, which was determined by the type of settlement where the school was opened. Thus, in rural schools the literacy program was agricultural, in urban schools it was industrial. Depending on the sources of funding, adult education schools belonged either to public education bodies or to public organizations *(Moroz, 1976: 113)*.

The period of study at schools for adult education in Ukraine mainly lasted: in rural areas from October to the beginning of spring field work, in cities it was all year round. The plans provided for 2 graduatings per year. The traditional school form of eliminating illiteracy in the early 20s of the XX century was a classroom system of education.

The general purpose of any lesson at an adult primary school coincided with the main goal of the campaign to eliminating illiteracy. During each lesson, ideological and political education in the process of literacy was followed. However, at the same time, each individual lesson had its own purpose, objectives, character, type and structure *(Boiko, 2015: 321)*.

In the 20s of the XX century the American system Dalton Plan partially penetrated the points of elimination of illiteracy, as well as the Soviet education in general. According to this form of education, students gathered in the morning to school in a “class-organization”, where they, under the guidance of a teacher-consultant, made a plan for the day, and then worked independently. Student’s work was recorded using a complex system: at the end of the lesson, students took a test, the results of which were entered into an individual card. Homework was missing. It was one of the most common school systems based on the principle of individual learning. The negative features of this system were: low level of discipline, lack of teacher’s work with the whole class and the weak result at the end. At the schools of Ukraine and Russia in the 1920s, there were attempts to use the Dalton Plan as a form of “free learning”, but it proved to be ineffective *(Boiko, 2015: 322)*.

However, the insufficient amount of material and physical resources for the points of elimination of illiteracy in Ukraine in the 20-30s of the XX century raised the question of the need to develop new forms of elimination of illiteracy among the population.

Therefore, from the 1924–1925 school year, in rural areas of many provinces, such a form of work with the illiterate as individual and group education was becoming widespread. Its essence followed from the slogan “Literate, teach the illiterate!”. In conditions of catastrophic shortage of teachers to eliminate illiteracy, in rural areas, the slogan took on an important meaning.

The essence of this form of organization of the educational process was based on the fact that education was organized in places where the number of illiterates was less than 15. The societies of illiterate and a little literate were organized in the number from 2 to 15 people. Training with several or even one illiterate teachers conducted at home or in the house of one of the students *(Boiko, 2015: 322)*.

The education of the illiterate through the individual-group form was carried out according to the curriculum for literacy and illiteracy schools. Recruitment of the illiterate was carried out by the group leaders themselves, primarily among members of their families and neighbors. Analyzing archival sources, we see that most age groups were divided as follows: from 12 to 15 years, from 16 to 20 years, from 21 to 41 years.

In the individual-group form of education, in contrast to the classroom, there was no clearly defined time of classes and terms of study. The transfer of individual-group students from the level of illiterate to a little literate took place on the basis of test examinations established for literacy and low literacy schools. "Liquidators" or group leaders were appointed by the village council. They were just councils' activists from among more or less educated and suitable for this work people. General management of the educational process, providing group leaders with the necessary literature and teaching aids was carried out by teachers of local schools *(Petrova, 2010: 14)*.

In our opinion and the belief of researchers, the form of individual and group training in rural areas is one of the best ways to eliminate illiteracy, because it gave the peasants the opportunity to learn to read and write without leaving his farm.

Individual-group form of literacy training was also used among the so-called seasonal workers and day laborers to eliminate illiteracy. Individual-group training for work among them is convenient because it does not require a particularly strict school environment and can form a number of small in quantitative groups for literacy (from 3 to 10 people) *(Boiko, 2015: 321)*.

The above opinion is confirmed by the researcher V. Hololobov, who points into some significant shortcomings of individual-group form of education: "In the circles of this form of education, the work was mainly carried out by non-professional teachers. Among them were citizens who did not even have a complete primary education. Students were not always provided with textbooks and necessary writing materials. During the training there were quite long breaks (sometimes for decades). All this negatively affected the educational process and led to a higher recurrence rate of illiteracy compared to other factors. And yet, for all its shortcomings, this form of education has enabled thousands of illiterates to realize their dream and desire for self-development" *(Hololobov, 1998: 16)*.

The task of eliminating illiteracy was formally simplified by the fact that its solution did not require personnel with special knowledge in the field of education (qualified teachers). It was believed that literacy could be taught by those who were simply literate *(Korohod & Korohod, 1993: 16)*. In the first months of the campaign, experienced teachers, students of pedagogical schools, graduates of pedagogical courses and activists who could read, write and took the initiative to teach were involved in the education of the illiterate and low-literate population.

The campaign to eliminate illiteracy had the main goal of political education, and was classical and ideological in its nature. The specificity of the Soviet approach was the complete submission of the educational system to ideological guidelines. Solving the problem of mass illiteracy of the people also meant raising the problem of the language of education, providing the principle of teaching in the mother tongue *(Borysenko & Telehuz, 2012: 20)*.

Until the end of the 1920s, there were no stable curricula and programs for the elimination of illiteracy, which was associated with the simultaneous development of new educational content. With the permission of the People's Commissariat of Education of the Ukrainian SSR, schools could work according to the curricula drawn up by the education authorities or the schools themselves, which could be changed depending on specific conditions. In particular, in the program of the regional monthly seminar on the elimination of illiteracy, which was to take place in July 1924, one of the topics of classes "Development of complexes for schools for the illiterate" was mentioned *(Prohrama kraiovoho seminaru dlia likvidatora nepysmennosti, 1924)*. It is clear from the text of the document that the lesson was to be conducted in a practical form. Thus, we can assume that it was just in such classes that adult school teachers were helped to develop curricula.

Nevertheless, there were some programs and guidelines for teaching illiterate and low-literate people: Boguslavskaya N. "Mathematical Deed (instructions for leaders)" (1922); Cooperstein W. "A Guide to Teaching Primary Mathematics to Adults" (1922); "Self-training guide for liknep workers (Liknep course at home). Second Edition" (1926) *(Boiko, 2016: 13)*.

Among the documents stored in the State Archives of Sumy region we can find documents that contain statements for schools for adults and curricula for them. Thus, according to the regulations, literacy schools were to be opened wherever there was a need for them. The schools were maintained at the expense of the Department of Public Education and were accountable to this institution. Tuition was free for all students. Study time was set for each school separately depending on the wishes of students. Students aged 14 to 50 were admitted to the school, but it was desirable to form students aged 14 to 16 into separate groups *(Polozhennia pro shkoly dlia doroslykh, 1920)*. The case in which this document is kept dates back to 1920. The document is written in Ukrainian. It does not contain any instructions for a specific district, so we have a reason to believe that the same directions were sent throughout Ukraine, where the process of eliminating illiteracy continued.

The program of schools for adults defines the main aspects of the educational process in primary schools. It is noted that the training of the first group (group for the illiterate) should last 2 months with a four-day training week. There should be three lectures on each school day. The task of this school is to teach an illiterate person to read, write and use the first four arithmetic operations, to give general information on local lore, to teach to read a book, to be interested in it, to spread human development and to acquaint with the person's place in the society *(Prohrama shkil dlia doroslykh 1 stupenia, 1920)*. 48 hours of the curriculum were allocated for reading and writing, and 24 hours for arithmetic.

In general, the curriculum for the elimination of illiteracy provided a large number of areas of work, and that is why required extensive organized training of teachers and other educational workers. The quality of general education in the 1920s and early 1930s, in the terms of the campaign literacy was much lower than in pre-revolutionary Russia, because studies often spent kultarmiytsi (cultural workers) and activists, who didn't have a special teaching education. So, for these reasons, by the autumn of 1920 only by the bodies of the All-Russian Emergency Commission for the Elimination of Illiteracy in 26 provinces were created courses for teachers-liquidators of illiteracy *(Kuksa, 2004: 106)*. Retraining courses and seminars were mandatory, in which teachers improved their own knowledge and skills regarding the education of the illiterate population.

It is important to remember that the goal of Soviet adult education is not national education with its influence on the formation of national identity, but political education. In accordance with the declared purpose the content of educational activities was determined. From the very beginning, it had a political orientation. The basis of the content of adult education was the native language, the history of Soviet reality and anti-religious principles. The approach to determining the content of education was proclaimed at the state level – political education, with no alternative in the context of the establishment of a totalitarian regime. If mass illiteracy was one of the obstacles to the effective propaganda of the Ukrainian national movement, so at Soviet times the elimination of illiteracy of the population turned into the propaganda of communism and the proletarian international movement.

Material and methodological support of adult primary educational institutions

It is clear that a large number of adult primary schools required significant efforts to maintain and provide them.

The topic of financial and methodological support for the elimination of illiteracy in the 20–30s of the XX century has not been thoroughly studied by scientists. Some aspects of this question were mentioned in the works of Fisheva A., Svystovych S., Kozyr V., Danilchenko O. Material and methodological support of primary schools for adults in a certain period in Sumy region is not developed, but it was violated in some publications of the authors of this section.

As it was noted, depending on the sources of funding, illiteracy elimination points belonged either to public education bodies or to public organizations. Initially, the work for eliminating illiteracy was supposed to be carried out exclusively at the expense of the state. But the post-war devastation and famine, which worsened the financial situation of the population even more, also led to a sharp reduction in the elimination of illiteracy.

The pace of literacy work depended crucially on its funding. As with most other campaigns organized by the Bolshevik government, the elimination of illiteracy was largely due to public organizations and the teachers' enthusiasm. This convinced the appeal of the Ukrainian Central Executive Committee (the UCEC) to the relevant authorities in August 1923, in which it was straightly noted that the state could not take on all the costs of illiteracy eliminating *(Svystovych, 2013: 77)*.

In this regard, they had urgently to look for other sources of funding for the campaign for eliminating illiteracy, to involve local authorities and public organizations into this work. Because of the limited capabilities of the state, most of the costs were put on the population of a region. The attitude of the population to the elimination of illiteracy remained unstable, so organizations had to pursue an active campaign policy *(Danylchenko, 1999: 78)*.

The establishment of schools and points for the elimination of illiteracy and their work were financed partly from the state budget, from local councils and trade unions. In the first years of the NEP, the difficult economic situation made the state to give funding for the elimination of illiteracy fully to local authorities. In fact, the local budget could not support the struggle against illiteracy, as a result the number of existing adult education schools shortened sharply and the supply of textbooks and stationery deteriorated essentially.

Thus, in the early 1920s, funding for adult education schools was transferred to public organizations and the population. Schools were transferred to provide for trade unions, cooperatives and the "Down with Illiteracy" societies. A special tax and fines were represented in favor of illiteracy centers. So, if a person refused to learn to read and write, he had to pay a certain amount of money. There was also increased pressure on non-governmental organizations, whose members were forced to pay dues, hold two-day terms or week terms to raise funds to provide illiteracy centers.

Among the archival documents we find various information about the size of membership fees of members of the society "Down with illiteracy". In particular, the following amount of contributions was set for members of the Berezivka society: for cooperatives not less than 5 karbovanets, for members of trade unions 25 kopecks, for all citizens – 5 kopecks. In other branches of the company there was a division into entrance and monthly fees, which amount was to 10 kopecks and 5 kopecks accordingly *(Zvit pro diialnist tovarystva "Het nepysmennist" imeni Lenina, 1926)*. Due to such measures, more than 90% of funds were received annually for the work of illiteracy elimination points (including almost half from public organizations). The rest of the funds came from the state budget *(Kozyr, 2010: 237)*.

Despite the help from the groups of the society “Down with illiteracy” and other public organizations, the points of liquidation of illiteracy were in a very difficult situation. Thus, in the statement about the work of the Government for the control of societies for political education in Konotop district for the third quarter of 1924 indicates that there was a lack of money not only to ensure schools for adults with necessary materials, but also on teacher salaries. In fact, in cities, most teachers were paid for their work, while in rural areas, teachers received absolutely nothing. Prom was not carried out because of a lack of financing *(Doklad pro robotu Konotopskoi Okrpolitprosvity, 1924)*.

Archival documents contain a lot of information to confirm the facts about the difficult financial situation of teachers of illiteracy institutions. These are mostly written complaints or letters from teachers. There is an interesting letter from the teacher of Karabutovska school, F. Typko, to the Government for the control of the societies for political education in Konotop district, who asked for transfer to another school in Konotop district. The teacher noted that she did not have enough money paid by the state (15 rubles 75 kopecks) to rent an apartment and provide her own needs *(Yepyk & Petrenko, 2018: 1004)*.

There were also true enthusiasts of the teaching profession, who made a really huge effort to eliminate illiteracy. Despite the low level of wages, horrible living conditions, such teachers, as it is often today, worked for the idea. Despite all obstacles, the literacy instructors made every effort to maximize student involvement in the courses. Instructor Ivan (his surname is illegible in the document) reported on the consequences of his work: “I prove that the case of elimination of illiteracy in the village Holintsi does not hold, the population does not want to enter the literacy school voluntarily; meanwhile, a huge number of illiterate and low-literate people is counted – 1742 people per 5.5 thousand inhabitants. Due to such an indifferent attitude to education and not wanting to apply coercive measures, I chose the method to arouse interest in knowledge through lectures of scientific and educational content. The audience is gradually increasing and becoming more and more active” *(Yepyk, 2016: 184)*.

In the complex of issues related to the organization of literacy centers, the provision with textbooks and stationery for both cadets and teachers has become urgent. This was at the expense of the state, but in insufficient numbers. Thus, the instructor for the elimination of illiteracy at the Konotop railway department reported that at Konotop station illiterate out of 5399 men was 924, out of 242 women was 52, the courses had to be attended by 126 men and 46 women. The inspector emphasized the complete absence of textbooks. He also requested 88 Ukrainian alphabets, 116 task books, 464 notebooks, 116 pencils, 100 pens, and 12 different alphabets. Instead, he received 6 alphabets, 25 workbooks, 100 notebooks and various alphabets *(Doklad instruktora po likvidacii bezgramotnosti na Konotopskom zheleznodorozhnom uchastke, 1920)*.

At the end of 1922, textbooks in Ukrainian by the following authors: Tytarenko “Sonechko. Hramatyka” (Sunny. Grammar), Chepiha “Veselka. Persha chytanka pislia bukv” (Rainbow. The First Reading book after the Letters), Doroshkevych “Ukrainska literatura v shkoli” (Ukrainian Literature at School), Montessori “Metod naukovoi pedahohiky” (Method of Scientific Pedagogics), Schmidt “Psykholohiia maliuvannia” (Psychology of Drawing), Verykivskyi “10 narodnykh pisen” (10 folk Songs), Lebedintsev “Lichba i mira” (Counting and Measure) could be purchased in publishing houses *(Yepyk, 2016: 185)*.

At one time with the publication of Ukrainian textbooks, the number of published literature in minority languages was increasing. The All-Ukrainian branch of the Central Publishing House of Nations reported that it was able to provide the necessary educational, popular scientific, political and other literature to educational institutions of national minorities quickly. Until the mid-1920s, the All-Ukrainian branch published 761 printed sheets in six minority languages, among which German (220 printed sheets) and Hebrew (260 printed sheets) were of real importance for Sumy Region *(Yepyk, 2016: 185)*.

The analysis of textbooks and additional literature on the elimination of illiteracy in the period 1920–1927 showed the insufficiency of educational and methodological literature. To some extent, this need was covered by existing textbooks and manuals of previous years, but such educational literature was not suitable for the requirements of teaching illiterate people. Gradually, new requirements for educational literature were developed and new textbooks and manuals for the illiterate and low-literate appeared. However, the problem was not fully solved due to the lack of funds to provide literacy facilities with teaching aids, and that is why newspapers and magazines were often used to educate the illiterate.

Primers developed according to the complex programs contained materials for reading, writing and arithmetic's at the same time, thus replacing textbooks on those individual subjects. Therefore, it is impossible to call them primers in the modern sense of the word; it would be more accurate to talk about them as a primary textbook for adult at educational schools. But in order to adhere to the principle of historicism in the study, we found it to be appropriate to call them exactly as they were called at the time *(Fisheva, 2015: 15)*.

Despite the desire of the peasants to learn in the Ukrainian language, they were sent a Russian-language "Bukvar dlya negramotnyh Elkinoj" (Primer for Illiterate by Elkina) *(Borysenko & Telehuz, 2012: 73)*.The three-month training, which was to learn to read, write, count and become politically literate, was not effective enough, as textbooks in a foreign language were incomprehensible to the villagers and living conditions did not contribute to the effective solution of educational problems.

At the points of illiteracy notebooks had to be sent as well. Moreover, the managers assured that 8 notebooks will be sent for one student for the whole academic year. However, the realities were not so positive. There were not enough notebooks and thus the students got only 2 for the whole year at best *(Yepyk & Petrenko, 2018: 1006)*.

As we can see, funding and material support for illiteracy centers was insufficient. There were not enough notebooks and the number of students exceeded the number of sent textbooks. In the first years of the campaign to eliminating illiteracy, both in Ukraine in general and in Sumy in particular, there was a lack of textbooks in the languages of national minorities. Accordingly, this affected not only the teaching of students, but also the quality of teaching the material of the teachers themselves.

Conclusions

In the 1920s and 1930s, the largest cultural campaign in the history of Europe was organized and conducted in the USSR. The policy of eliminating illiteracy was actively implemented on the territory of Ukraine, and a wide range of archival documents gives the reason to believe that this political campaign was successful in Sumy region as well.

The government made great efforts to eliminate illiteracy among the Ukrainian population, in particular, through the school system and creating a network of schools for adults. Analyzing the sources and works of researchers, we can conclude that the campaign to eliminating illiteracy has had very positive results: the population has become more educated and there has been a restoration of national culture.

From the first days of the campaign to eliminating illiteracy, a wide network of adult primary schools was established. Both professionals and enthusiasts were involved in the process of teaching. They wanted to teach literacy the illiterate population. The disadvantage of the rapid start of the learning process in the points of elimination of illiteracy was the lack of a unified teaching methodology and training programs. But teachers were able to adapt to the challenges of the times, and local education authorities issued the instructions on teaching and learning methods in literacy centers.

As we can see, in the early 1920s, funding for the work of illiteracy centers was transferred to public organizations and the public. Schools were transferred to provide for trade unions, cooperatives, and small groups the "Down with Illiteracy" societies. A special tax and fines were introduced in favor of illiteracy centers. There was also increased pressure on public organizations, whose members were forced to pay dues, hold two-day or seven-day work to raise funds. Quite a small percentage of the resources came from the state budget. The funds were never enough, teachers were not paid their wages, and textbooks were not received.

Despite the lack of literature and funding the campaign for eliminating the illiteracy in Sumy region in the 20–30s progressed very rapidly. From year to year the number of adult education points increased and the quality of education improved.

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INAUGURATION CEREMONY IN UKRAINE AS A FACTOR OF CULTURAL DIPLOMACY

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Summary

State civil and military ceremonies, different in their content and form (coronation of monarchs, inauguration, military reviews and parades, etc.), are important in the exercising by the state of its political, ideological and cultural functions.

Cultural diplomacy is a component of public diplomacy, which, in turn, is one of the tools for creating the image of the state, its attractiveness for the countries of the world community.

As one of the communication technologies in the process of legitimizing government institutions, the inauguration ceremony is an important mechanism of cultural diplomacy.

Despite the fact that in the states of the post-Soviet space, after the October 1917 coup, the natural process of the development of state ceremonial culture was disrupted, the inauguration ceremony in Ukraine is the program of the current government, politics and the prestige of the state.

The very specificity of the inauguration as a social phenomenon makes the ceremonial action a kind of illustration of the customs and tastes of the ruling elite, which also establishes a balance between the participants in the ceremony and society.

The history of ceremonial culture shows that in most cases the attitude to the ceremony of coming to power is the attitude to the power itself.

Keywords: state image, political elite, communication technologies, public diplomacy, state ceremonials.

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1. Introduction

The legitimization of power institutions is directly related to various forms of visual communication technologies, including the inauguration ceremony.

The novelty of the research lies in the study of the inauguration ceremony in Ukraine as a factor of cultural diplomacy, capable of influencing the attitude of the world community towards the country, and as a result, contribute to the formation of the state's image.

The relevance of the work lies both in the insufficient study of the problem of the functioning of the institution of cultural diplomacy in modern Ukraine, and in the fact that knowledge of the features of its functioning will make it possible to judge the openness of society, its moral values, and the attitude of citizens towards the ruling elite.

Purpose of the research. Based on the analysis of published sources, identify the peculiarities of the development of the inauguration ceremony in Ukraine as a factor of cultural diplomacy and, as a consequence, the mechanism of public diplomacy.

2. Cultural diplomacy as a component of public diplomacy

The classical concept of “public diplomacy” was presented by E. Gullion (Dean of the Fletcher School of Law and Diplomacy at Tufts University) during the formation of the Center for Public Diplomacy. E.R. Murrow in 1965. In a brochure about the Center, this concept was presented as follows: “Public diplomacy … deals with the influence of public attitudes on the implementation of foreign policy. It includes dimensions of international relations that go beyond traditional diplomacy: the cultivation of public opinion by governments in other countries, the interaction of private interest groups of one country with another, the coverage of international relations and their impact on state policy, interaction between those whose job is to communicate (diplomats and foreign correspondents) and the process of intercultural communication”. E. Gullion himself wrote: “By public diplomacy we mean the means by which governments, private groups and individuals change the attitudes and opinions of other peoples and governments in such a way as to influence their foreign policy decisions” *(Lukin, 2013: 70)*.

The concepts of cultural diplomacy and public diplomacy are not identical. The resources of cultural diplomacy are limited by its means, including: student exchanges; branches of educational institutions and libraries; organization of exhibitions of works of art and tours of theater groups; tourism development; sports events with the participation of athletes from foreign countries, etc.

The organization of these projects, their practical implementation requires significant financial costs, as well as the involvement of high-level professionals into the field of intercultural communication.

Another problem in the development of cultural diplomacy lies in its so-called unilateral action.

The organizers of various cultural programs can only guess how much their project will be in demand by various categories of the local population, whose representatives will want to expand their knowledge of the host country in order to start studying its language, history, economy, etc. But this will be the next stage in the development of public diplomacy. Cultural diplomacy is especially important at the initial stage, when it is necessary to arouse as much of the population as possible an interest in a particular state. In this regard, in our opinion, state ceremonies, and first of all, the inauguration ceremony, acquire special significance.

Political symbolism developed in a strict system of borrowings, which in some cases are articulated by the authorities, but for the most part require special explanations, referring to the sources of their origin.

The first inauguration (from the Latin inauguro – dedicating) – the solemn inauguration of US President George Washington took place on April 30, 1789. To the accompaniment of artillery volleys and the ringing of bells G. Washington entered the building where the Congress was in session. Putting his left hand on the Bible, he took the oath.

Another tradition that has survived to this day is the President's speech, which is still considered one of the shortest – 135 words. The first President of the United States can also be considered the ancestor of the inaugural ball, at which he performed the minuet.

Despite the fact that compared to the 18th century the inauguration ceremony has changed little, it has undergone a number of significant changes in accordance with historical needs.

3. Inauguration of Viktor Yushchenko

Apparently it was the American version that was taken as the basis for the Ukrainian scenario for the inauguration of Viktor Yushchenko, one of the largest initiation ceremonies in Ukrainian history. But before talking about the ceremony on January 23, 2005, let us note that the first “unofficial” inauguration of V. Yushchenko took place on November 23, 2004 at an extraordinary session of the Parliament to discuss the situation related to the presidential elections in Ukraine.

There was no quorum to make a decision to express no confidence to the Central Election Commission (CEC). The Chairman of the Verkhovna Rada V. Lytvyn said that "it is practically impossible to cancel the CEC decision on the elections." After the opposition candidate V. Yushchenko made a speech in which he proclaimed his victory in the elections, the Speaker of the Parliament V. Lytvyn interrupted the session of the Verkhovna Rada of Ukraine and warned that he would not allow V. Yushchenko to take the oath in the Parliament hall. However, he came to the podium and swore allegiance to Ukraine on the Ostrog Bible. (According to the law, the President at the inauguration takes the oath on the Constitution. In 1994 the President of Ukraine L. Kuchma took the oath on the current Constitution with amendments and the Peresopnytsia Gospel). This was greeted with shouts of his supporters: "Bravo, sir President!" and a choral performance of the anthem of Ukraine.

According to Y. Timoshenko, the meeting was attended by real representatives of the interests of the Ukrainian people and there were no "traitors of the people of Ukraine…". Subsequently she urged not to enter into any negotiations with the authorities, "just knock them out of the offices," to appoint a government and work further.

Several factors formed the basis of the concept of the inauguration of the new President, according to the chief director of the ceremony V. Vovkun. This is the personality of the President himself and the study of European experience. The video materials with the inauguration of the presidents of the Czech Republic, Poland, Germany and others were revised, after which the main emphasis was placed on the study of Ukrainian history, dating back to the times of the princely, "Cossacks" and the Ukrainian People's Republic period. However, the determining factor was to be the people, for whom the ceremony was intended to mark an important event – the transition from the victory of the Orange Revolution to everyday work.

The official inauguration of the President of Ukraine V. Yushchenko took place on January 23, 2005 and consecutively consisted of such events as the ceremonial session of the Verkhovna Rada; a military ceremony at the Mariinsky Palace; the President's speech on Maidan Nezalezhnosti; an official reception of V. Yushchenko, organized for the heads of foreign delegations, a festive concert and fireworks.

In the Verkhovna Rada, according to the protocol, V. Yushchenko had to accept the power and its symbols from the hands of the previous President L. Kuchma. But after a tough battle for power on the Maidan, there was no question of any continuity. The new President was sworn in by the Chairman of the Constitutional Court of Ukraine N. Selivon. Putting his hand on the Constitution and on the Peresopnytsia Gospel, V. Yushchenko swore allegiance to the Ukrainian people. From the hands of the President of the Constitutional Court he received official symbols of power. In addition to the anthem in the Verkhovna Rada "Great God, the only One" was performed.

The President delivered the main speech to the people gathered on Maidan Nezalezhnosti, which the artists "dressed" in orange (the color of V. Yushchenko's election campaign), decorated with a poster with an exclamation mark and a horseshoe (symbols of his election campaign), placing garlands of orange checkboxes between the lamp posts.

According to the press service of President V. Yushchenko, about 500 thousand citizens have gathered in the central square of the Ukrainian capital. Guests were seated to the right and left of the presidential rostrum. The journalists who were on the Maidan noted the lively conversation between those who were located on the right hand side of President A. Kwasniewski and C. Powell. To his left were "the leaders of the revolution and those who actively sympathized with them (at least in their hearts – like Anatoly Chubais). Boris Nemtsov, a member of the political council of the Russian Union of Right Forces, stood with Yulia Timoshenko. They looked good" *(Kolesnikov, 2005: 15)*.

The international significance of the processes taking place in Ukraine was emphasized by the presence of UN Deputy Secretary General Kofi Annan at the celebrations, although, as a rule, at such ceremonies in the UN member states he is represented by resident coordinators accredited in these countries.

In his speech V. Yushchenko called everything that happened during the elections "a victory of freedom over tyranny" and formulated the main idea – Ukraine's accession to the European Union. At the end T. Petrinenko's song "Ukraine" was sounded, and pigeons with orange ribbons on their legs and orange balloons flew into the sky. Members of the President's family were on the stage at that time, which, according to the authors of the ceremony, represented the state as a single Family. The concert in the Palace "Ukraine" ended with L. Beethoven's symphony No. 9 "Ode to joy", which was the basis for the European Union anthem.

The final chord of the action was a ball in the Ukrainian House, wrapped in an orange cloth *(Tysachnaya, 2005: 26.01)*. The ball brought together the Ukrainian political, business, cultural elite, foreign guests – 1800 people. To decorate the interior in the form of a "mini-Maidan" exhibits from the Museum of the "Orange Revolution" of the Kiev-Mohyla Academy were used. The second floor housed a photo exhibition and demonstrated video materials about the events of November – December 2004. Today, speaking about whether the so-called aura of power has been raised or lowered by the orange color, we have to admit that in this case the ceremonial contributed not to cohesion, but to intensify the split in society.

4. Inauguration of Viktor Yanukovych and Peter Poroshenko

The inauguration ceremony of the fourth president of Ukraine, Viktor Yanukovych, was held at a ceremonial meeting of the Ukrainian parliament. Representatives of the Ukrainian political elite and foreign guests gathered in the session hall of the Verkhovna Rada. Russia was represented by the Chairman of the State Duma Boris Gryzlov and the head of the presidential administration Sergei Naryshkin. The ceremony was attended by the ex-President of Ukraine Leonid Kuchma. Yulia Tymoshenko, ex-presidents L. Kravchuk and V. Yushchenko did not attend that meeting. In the parliamentary hall there were representatives of all factions of the Verkhovna Rada, except for the "Yulia Tymoshenko Bloc". Several presidents, prime ministers, speakers and more than a dozen heads of foreign delegations were present in the hall. Having read out the names of the honored guests the speaker V. Lytvyn invited V. Yanukovych to the hall.

The text of the oath of the Ukrainian President is enshrined in the Constitution of the country and consists of 58 words: "I, Viktor Yanukovych, elected President of Ukraine by the will of the people, assuming this high post, solemnly swear allegiance to Ukraine. I pledge with all my deeds to uphold the sovereignty and independence of Ukraine, to take care of the welfare of the Motherland and the well-being of the Ukrainian people, to defend the rights and freedoms of citizens, to comply with the Constitution of Ukraine and the laws of Ukraine, to fulfill my duties in the interests of all compatriots, to increase the authority of Ukraine in the world. After pronouncing it, the newly elected head of state signed the text of the oath. The standard of the President was brought into the hall. The head of the Constitutional Court of Ukraine A. Strizhak presented V. Yanukovych with a certificate of assumption of office and handed over the symbols of presidential power: a seal, a mace of the President of Ukraine and put on him a kolar (breastplate) – an order chain with coat of arms medallions. CEC Chairman V. Shapoval handed him the certificate of the President of Ukraine.

V. Yanukovych began his speech with criticism of the "orange" team. "Poverty, a collapsed economy, corruption" – this is how he described the situation in the country and said that he knew how to fix the situation. After the meeting was declared closed, V. Yanukovych departed for the ceremony of transferring command of the Armed Forces of Ukraine, during which the flags of Ukraine and its President were raised. Following the sounded anthem and fireworks, the President entered the Secretariat hall as a master. *(Chronicle, 2010: accessed 01.07.2014).*

After the reception at the Ukrainian House, the President left for Donetsk for the UEFA match between Shakhtar Football Club and British Fulham Football Club. The visit to Donbass was seen as support for the owner of the Shakhtar Football Club team R. Akhmetov. Thus, the problems of the development of European football were opposed to the foreign policy interests of the state.

The first stage of oligarchic rule ended in tragedy for the people of Ukraine.

The election of the next President of Ukraine Peter Poroshenko was held on May 25, 2014 against the backdrop of a deep political crisis and a large-scale military operation in the East of the country. The Central Election Commission officially announced the self-nominated candidate P. Poroshenko the winner.

On June 7, the speaker of the Verkhovna Rada, Oleksandr Turchynov, opened a ceremonial meeting of parliament, at which the elected President took the oath of office to the Ukrainian people. The hall was attended by three previous heads of state – Leonid Kravchuk, Leonid Kuchma and Viktor Yushchenko, as well as P. Poroshenko's main rival in the finalized elections – former Prime Minister Yulia Tymoshenko.

At the beginning of the ceremony the President announced a minute of silence for those killed during the clashes in Ukraine. After P. Poroshenko took the oath and received the symbols of unity and power from the head of the Constitutional Court of Ukraine, he called on everyone who illegally took up arms to lay down them and promised amnesty to citizens who had not committed serious crimes. The President expressed his readiness to hold early elections in Donbass, while the issue of the territorial integrity of Ukraine is not subject to discussion, and also announced his intention to sign an association with the European Union (EU) as soon as possible, stressing that Ukraine was and will be a unitary state. As for relations with Russia, P. Poroshenko said: "Citizens of Ukraine will not be able to feel the benefits of peace and security until we settle our relations with the Russian Federation."

The predecessor of the newly elected President did not officially participate in the celebrations. It is also interesting to note that each new leader of the state declared that he would have to start everything practically from scratch. However, in general, the substantive part of the inaugurations in Ukraine really represents the government's program, which clearly defines the priorities in foreign and domestic policy.

5. Inauguration of Vladimir Zelensky

On Monday, May 20, 2019, in the building of the Verkhovna Rada in Kiev, the inauguration of President of Ukraine Vladimir Zelensky took place, for whom 73% of Ukrainian voters voted. After the oath at the Peresopnytsia Gospel and the presentation of the symbols of the President of Ukraine, V. Zelensky made a speech.

At the beginning of his speech the President quoted his six-year-old son: "Dad, I watched on TV that Zelensky is the President. It turns out that I am the President as well".

The President used a childish joke in the wording of the main idea of his speech: "<…> each of us is the President <…> This is not mine but our common victory" *(Zelensky, 2019: accessed 09.07.2020).*

Key phrases of the speech:

"Yes, we have chosen the path to Europe. But Europe is not somewhere out there, Europe will be here (in the head). And when Europe is here <…> it will be in Ukraine";

"Each of us is a migrant, those who have lost their home, and those who opened the doors of their own home, sharing this pain";

"I am ready to lose my popularity, my ratings, and if necessary, I am ready to lose my position without hesitation in order for peace to come";

"We must not talk about NATO standards, but create these standards";

"We are all Ukrainians wherever we live. Ukraine is not in the passport, Ukraine is in the heart" *(Zelensky, 2019: accessed 09.07.2020).*

At the end of his speech the President announced that he was dissolving the Verkhovna Rada of Ukraine.

In one of her monographs devoted to the history of state ceremonies of the Russian Empire, the author *(Zakharova, 2003: 12–13)* argues with the American researcher P. Wortman, who believes that state ceremonies are a scenario of power. But the scenario refers to the theater, and the state ceremony, in which the non-verbal language of communication really dominates, is not a scenario, but a real program of power, the main directions of which must be outlined in a speech and then confirmed by real legislative acts.

But V. Zelensky's speech, in our opinion, is precisely the scenario of the authorities. As you know, children cannot be overplayed. Quoting at the beginning of the speech the phrase of a 6-year-old kid, as well as advice to the citizens of Ukraine to place not portraits of the President in their offices, but photographs of their children, has a positive effect on consciousness more than the specifically proposed program, since these phrases are primarily addressed to the feelings of the voter.

It is important to note these truths are close to people not only in Ukraine but also abroad.

6. Conclusions

In our opinion, from the point of view of studying the inauguration of the President of Ukraine as a factor of cultural diplomacy, the inauguration of President V. Zelensky most closely meets the objectives of public diplomacy of the state, one of the components of which is cultural diplomacy.

The President's speech is not, to a large extent, a program of action, but a means by which other peoples and governments can change their attitude towards Ukraine, after which the conclusion of mutually beneficial agreements can follow.

But public diplomacy does not use false information for its own purposes and is not a medicine that can eliminate the problems of the state. Therefore, it makes no sense to talk about the prestige of the state without concrete actions by the authorities aimed at raising the standard of living of citizens, developing democratic institutions in society.

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THE EXAMPLE OF THE DESIGN OF MATERIALS

NEW ECONOMIC SYSTEM OF SOCIETY DEVELOPMENT

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Summary
The article deals with the information economy as a new economic system wherein information and knowledge are the main products. It is proved that a central component of an economic system is work with information and use of information systems in the process of management. The author substantiates the requirement for the search of new approaches to the solution of problems of development of institutional structures of information economy.
Keywords: knowledge, information, system, information economy, management.

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Introduction

Global growth of information and telecommunication technologies, on the one hand, and also the necessity of development of scientific knowledge in the area of theory, methodology and practice of informative approach of study of information economy and society, on the other hand, determines topicality of consideration of the process of formationof information economy. Information turns into a strategic resource and factor of acceleration of scientific, technical and technological development and becomes a part of the real economy.

Subtitle of the body

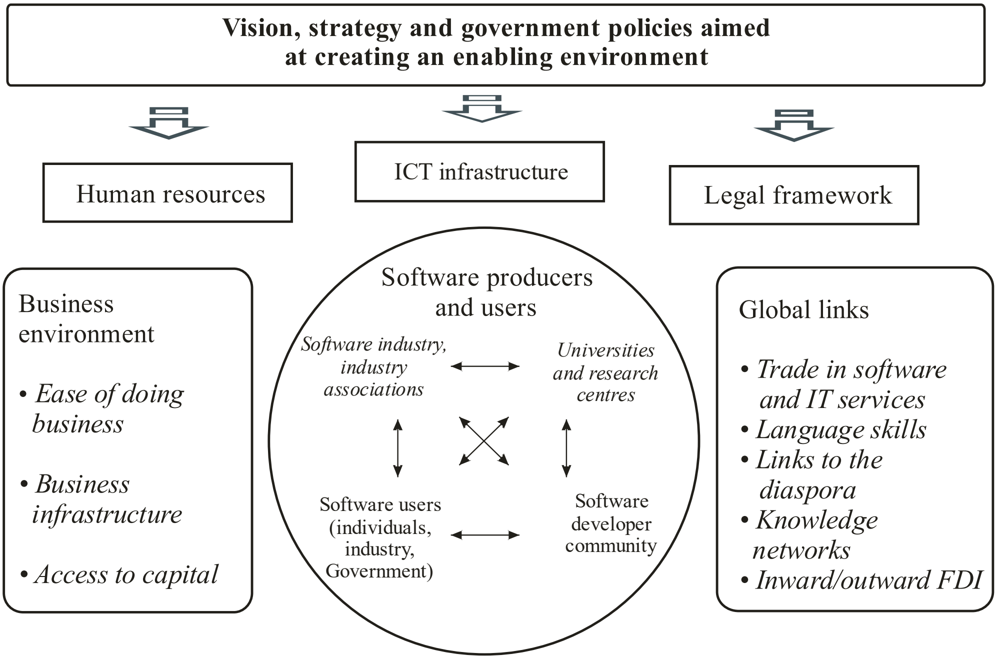
It presupposes the conceptual comprehension of the process of establishment of an informative and technological method of production and related to it forming of an information paradigm in a modern economic science.

The evolutionary process of the establishment of information society is represented in researches of P. Drucker, who used a notion "information revolutions" (Drucker, 1989). He worked out the theory of the stages of development, which allows deeper understanding of the logic of establishment of information economy.

The term "information economy" was first used in 1976 in works of Mark Porat, an employee of the Stanford Centre and designated by him as a cluster of industries, engaged in the production of modern databases and facilities which provide their application and functioning (Porat, 1978). He is given the credit for introducing a distinction between the primary and secondary information sector of economy. A primary sector, according to his opinion, can be estimated quantitatively, while everything is much more difficult with the secondary one.

The Revolution in the development of information technologies allowed to talk about a global network, which materialized the globalization of economy. New information technologies, in fact, are not simply becoming the instruments of application, but also the processes of development. The system-oriented analysis of the information economy with due regard to the forming informative paradigm of the economic theory requires additional consideration.

Figure. 1. A national software system (Information Economy Report, 2012)



Conclusions and suggestions

Conception of information economy includes fundamental definition of information society. It's defined as a system of connections and relations between individuals, which appear in the process of interchange of information concerning social and economic activity. Information economy is simultaneously defined as a system of public relations, wherein the information is a basic productive resource.

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